DOCUMENT RESUME

ED 256 741 SP 026 055

TITLE	Promoting Nutrition through Education: A Resource Guide to the Nutrition Education and Training Program (NET). Bibliographies and Literature of Agriculture No. 31.
INSTITUTION	MAXIMA Corp., Silver Spring, Md.
SPONS AGENCY	National Agricultural Library (DOA), Washington, D.C.
PUB DATE	Aug 84
CONTRACT	53-3K06-1-13
NOTE	261p.
PUB TYPE	Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adult Education; Annotated Bibliographies; *Educational Resources; Elementary Secondary Education; Food Service; *Instructional Materials; *Nutrition Instruction; *Program Descriptions; Program Development; Teacher Education
IDENTIFIERS	*Nutrition Education and Training Program

ABSTRACT

This bibliography was compiled by the Food and Nutrition Information Center (FNIC) as a resource guide for the Nutrition Education and Training Program (NET). Part I contains descriptive information on materials developed under NET funding, organized by audience level (e.g., kindergarten through grade 6, teacher education, or food service training). Each citation contains an informative abstract, format description, language of the publication, and FNIC number. If the items may be purchased, source information is provided. Part II contains citations from the literature regarding the NET program or materials that were selected from a variety of publications. The first section contains articles pertaining to needs assessments done by states, annual evaluation reports, state plans, and Congressional testimony related to funding for the program. In the second section, state and local programs are described along with their goals and accomplishments. The third section contains articles that did not identify their source of funding, but indicated the use of NET-developed materials or personnel, or gave information on the availability of some NET materials. Title, state, and language indexes are included. (JD)

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Promoting Nutrition Through Education:

A Resource Guide to the Nutrition Education and Training Program (NET)

Compiled Under
Contract No. 53-3K06-1-13
by The Maxima Corporation
for the
Food and Nutrition Information Center
National Agricultural Library

Bibliographies and Literature
of Agriculture No. 31

August 1984

Preface

Many innovative nutrition education materials have been developed by State education agencies, universities, and school districts participating in the Nutrition Education and Training Program (NET). The November 1977 amendments to the child nutrition legislation, under Public Law 95-166, established NET to ensure that nutrition education is an integral part of the National School Lunch Program. NET Program funds in the form of grants to State educational agencies have been provided. Each State has employed a NET Coordinator to develop an instructional program for teachers, school food service personnel, and students. Curriculum guides, training manuals, student workbooks, plans for community activities, films, slide presentations, posters, and public service announcements have been produced to facilitate the educational process.

The purpose of this bibliography is to make resources and ideas available to those who need them. Some of the NET materials may be specific to geographic areas, but the content, format, or approach may be useful to others who are developing similar resources. A limited number of copies of all NET materials contained in this bibliography are now part of the Food and Nutrition Information Center (FNIC) collection and are available on loan.

Although FNIC was designated as the national depository for materials developed under NET, it was through the cooperative efforts of the State NET Coordinators and the Food and Nutrition Service Regional NET Coordinators that over 400 NET resources were added to the FNIC collection. With the financial support of the Food and Nutrition Service, FNIC undertook the development of this bibliography of NET resources.

Since FNIC completed this bibliography, additional NET resources and related materials have been added to the collection that are not included in the bibliography. Each NET-produced item cited in this bibliography is included in the AGRICOLA Bibliographic Database. More recently developed NET resources are also included in AGRICOLA; updates of this bibliography can be obtained through a computer search of AGRICOLA. For more detailed information on NET Programs the reader may contact a NET Coordinator directly.

The bibliography contains two major sections: Part I - MATERIALS DEVELOPED UNDER NET; PART II - LITERATURE CITATIONS CONCERNING NET. Part I contains descriptive information on the materials developed under NET funding. Each citation contains an informative nonevaluative abstract, format description, language of the publication, and an FNIC number. In cases where copies of the item may be purchased, source information is provided. Part I of the bibliography is organized by audience level; for example, K through 6 grade, teacher education, or food service training.

Part II contains citations from the literature regarding the NET Program or materials that were selected from journals, books, and private industry publications. Part II is subdivided into three sections. The first section entitled "Planning, Evaluation, and Program Support" contains articles pertaining to needs assessments done by States, annual evaluation reports, State plans, and Congressional testamonies relating to funding for the program. In the second section, "NET Program Descriptions," State and local programs are described along with their goals and accomplishments. The third section, "Applications and Access to NET Resources," contains articles that did not identify their source of funding but indicated the use of NET-developed materials or personnel, or gave information on the availability of some NET materials.

Inclusion of a publication in this bibliography, or in the FNIC collection, does not indicate endorsement by the U.S. Department of Agriculture (USDA), nor does the USDA ensure the accuracy of all information in the publication. FNIC solicits contributions and information about nutrition education materials. Comments on this publication are welcome. An attached reader evaluation form is included on the last page.

Acknowledgments

I would like to acknowledge particularly the contributions made by Martha A. Poolton, Ed.D., Food and Nutrition Service, and assistance provided by the FNS Regional NET Coordinators and the State NET Coordinators. Also I would like to thank Carole J. Shore, M.S., R.D. and Elaine C. McLaughlin, M.S., R.D., both from FNIC, and the staff of the Maxima Corporation for their efforts in the development of this bibliography.

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Part I

Materials Developed Under NET

Preschool Education

1 **A curriculum guide for nutrition education with pre-school children.**
Naworski, Priscilla.
Vallejo; Vallejo Unified School District. 1979.

FORMAT: 274 pages

FNIC NO.: B-3200

SOURCE: Priscilla Naworski, Vallejo Unified School District, 211 Valle Vista Avenue, Vallejo, CA 94590

English

ABSTRACT: A curriculum guide for children 2 to 5 years old contains teaching units similar to preschool themes: self concept, homes and families, animals, plants, community helpers, multi-cultural experiences and kindergarten readiness. The lesson plans are based on 5 California Health Instruction Framework topics (food choices, factors influencing choices, food-related careers, consumer competencies and food handling). Each lesson plan has an objective stated in terms of learner performance, generalizations about the nutrition implications of the lesson, (including a list of material's needed), related reinforcement activities and an evaluation question or technique. Supplemental materials include black and white posters (which may be purchased), a booklet of songs, fingerplays, and stories and a resource list of commercially available materials.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Learning activities

2 **A preschool nutrition education curriculum.**
Tallahassee; Florida Department of Education. 1981.

FORMAT: 123 pages

FNIC NO.: E-3939

SOURCE: To purchase: Melvyne B. Lord, Educational Products Distribution, Florida Dept. of Education, Tallahassee, FL 32301

COST: Must use distribution 197 when ordering; $5.50 out-of-state; $4.50 plus tax in-state

English

ABSTRACT: A curriculum for preschool nutrition education is designed around seven basic nutrition concept areas: food and nutrients, nutrient needs, nutrition and health, nutrition and the life cycle, food handling, food selection and food as a resource. The primary emphasis is on learning through experiences requiring children to use their senses. There are seven unit plans (collections of activities which can be used to teach a concept based on a chosen subject) and corresponding daily lesson plans which use some of the suggested activities from the unit plan to structure a day's activities. Each lesson plan lists goals, behavioral objectives, materials needed and learning activities. Also included are annotated bibliographies of preschool children's books preschool curriculum materials, audiovisuals and other teaching materials.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

3 **Bilingual food cards, assorted.** Rowland Heights, CA; Rowland Unified School District. 198-.

FORMAT: Flip cards

FNIC NO.: AV

English, Spanish

ABSTRACT: Simple black and white drawings depict 1 or 2 foods per card. The English noun is printed at the top of each card in large, lower case letters and the Spanish noun at the bottom.

DESCRIPTORS: Instructional materials; Food knowledge; Food sources; Bilingual education

4 **Bilingual food cards, fruits-vegetables.** Rowland Heights, CA; Rowland Unified School District. 1981.

FORMAT: Flip cards

FNIC NO.: AV

English, Spanish

ABSTRACT: Simple black and white drawings depict one fruit or vegetable per card. Each food is labeled in large, lower case print. The English noun is at the top of the card and the Spanish noun is at the bottom.

DESCRIPTORS: Instructional materials; Food knowledge; Food sources; Bilingual education

5 **Child center nutrition handbook.** Fraser, Jean; Farkas, Joyce; Stimmel, Deborah. Cleveland; Cleveland State University. 1980.

FORMAT: 20 page booklet

FNIC NO.: E-4039

English

ABSTRACT: The handbook integrates nutrition information into a total curriculum creating effective learning experiences for children age two through six. Activities are organized to suit general developmental levels of children and may be duplicated with little expense for equipment and food as many activities produce inexpensive snack foods. Food activities for two year old's explore fruits and vegetables with all the senses through color, picture, texture, size and shape identification and tasting. Activities, games, songs and fingerplays for 3-1/2 to 4-1/2 year olds focus on vegetables---categorizing, identifying, preparing and tasting. Activities for children 4-1/2 to 6 years emphasize a wide variety of foods and include tasting parties, recipe preparation, swimming pool gardens, puzzles and games. Sample schedules for the two older groups illustrate integration of nutrition teaching into an entire day's activities.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Educational games; Vegetables; Recipes

8 **Cooking with preschoolers: Guidelines for organizing an educational cooking program for preschoolers.** Martinez, CA; Contra Costa County Dept. of Health Services. 1981.

FORMAT: 69 pages

FNIC NO.: E-3752

SOURCE: Contra Costa County Preschool Nutrition Education Project, 1111 Ward St., Martinez, CA 94553

English

ABSTRACT: Cooking activities for preschool children are provided for teachers. Five major sections provide guidelines for: planning cooking projects; organizing equipment and work space; conducting cooking activities; extending nutrition education into other learning areas; and parent involvement. Precooking activities include play dough, play clay and measuring. Recipes are separated according to those which require no heating, skillet only, or oven baking. Some recipes include supplemental nutrition information and discussion questions. Print material sources and an annotated list of books and pamphlets are included.

DESCRIPTORS: Instructional materials; Teaching guides; Cooking methods; Foods instruction; Recipes

7 **Curriculum guide for pre-school-kindergarten (Please Pass the Nutrition Series).** San Jose, CA; Calif State Dept. of Education. 1981.

FORMAT: 231 pages

FNIC NO.: B-3342

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, California 95126

ED. LEVEL: Kindergarten

English

ABSTRACT: Lesson plans within the integrated curriculum guide employ teacher and parent participation to teach basic facts and principles of nutrition, development of positive attitudes about food and use of healthful dietary patterns. The curriculum consists of three units of classroom activities. "Nutrition Smart, Food Wise is the first unit of 26 lessons which introduce the digestive system and the biological need for food. The 9 lessons in Unit II stress the importance of consuming a healthy breakfast and lunch either at home or at school. "Farm Fun, Unit III (10 lessons), focuses on plant and animal sources of foods and the roles of farmer, store keeper and family members in the availability of foods. Many lessons offer opportunities for taste testing and cooking projects. Each activity is based on the lesson objective and lists materials and time required, teacher information and instructional aids (worksheets, handouts, etc.)

DESCRIPTORS: Instructional materials; Nutrition education; Curriculum guides; Learning activities; Integrated curriculum; Basic nutrition facts; Food habits; Food selection

8 **Exploring foods with young children: A recipe for nutrition education.** Tallahassee, FL: Florida Department of Education. n.d..

FORMAT: 44 pages

FNIC NO.: C-2398

SOURCE: George Hockenbery, Administrator, Food and Nutrition Management, Department of Education, Tallahassee, FL 32304

ED. LEVEL: Primary grades

English

ABSTRACT: A guide for preschool and early elementary classroom teachers intergrates nutrition education into individual curriculum areas. The program's goal is to teach children, at a young age, how to select nutritious foods for a well balanced diet. Appropriate activities are provided for 6 subject and developmental areas: motor skills development, communication, arithmetic, science, social interaction, music, dramatics, and art. Brief objectives, procedures, materials and vocabulary words are listed for each activity. Other activities designed to stimulate parent interest in nutrition education also are provided. Evaluation methods outline observable behaviors associated with learning and practicing good nutrition. Appendices provide a 24-hour food record form, a listing of the US Dietary Goals and recommended food habits derived from the Goals, snack choices, and community program resources. Additional classroom resources include lists of suggested books for children, and instructional films and filmstrips.

DESCRIPTORS: Instructional materials; Educational games; Learning activities; Nutrition education; Food attitudes; Food habits

9 **Exploring foods workbook.** Baltimore; Maryland Department of Health and Mental Hygiene. 1981.

FORMAT: 63 pages

FNIC NO.: E-3987

English

ABSTRACT: Learning activities for children age 2-5 involve all five senses in the exploration of 22 different foods divided into 8 sections: underground vegetables, stem vegetables, leaf vegetables, flowers, seed vegetables, fruits, milk and dairy products, and eggs. Activities are designed to teach children the names of specific foods, their sources and how to recognize them in various forms. Each section lists different fods which can be used in the activity, interesting facts about the foods and suggested ways to introduce the children to them.

DESCRIPTORS: Instructional materials; Nutrition education; Food knowledge; Learning activities

10 **Flannelboard stories, puppet stories-stories for nutrition education.** Roland Heights, CA; Rowland Unified School District. n.d..

FORMAT: 60 pages

FNIC NO.: E-4121

SOURCE: Rowland Unified School District, Food & Nutrition Services Dept., 1830 Nogales St., Rowland Heights, CA 91748.

English

ABSTRACT: Scripts and simple black and white patterns for flannelboard or puppet stories cover the following topics: mealtime manners, dental health, the farmer, the food truck driver, the storekeeper, family members and food, food customs, balanced diet and healthy snacks. Discussion questions are included at the end of some stories.

DESCRIPTORS: Instructional materials; Nutrition education; Puppets

11 **Food and nutrition in the classroom: A guide for planning preschool nutrition education activities.** Olympia; Department of Social and Health Services, Health Services Division.

FORMAT: 10 page booklet

FNIC NO.: E-4104

SOURCE: State of Washington Dept. of Social and Health Services, Health Services Division, Licensing and Development Section, LM-13, Olympia, WA 98504.

English

ABSTRACT: A planning guide includes criteria for choosing and planning nutrition education activities, a nutrition activity planning sheet which allows space for description of objectives, ingredients and equipment needed, tasks (before and during activity) and questions for evaluation. Hints for organizing a successful cooking experience include those which streamline procedures and those which maximize the students learning. Six lesson plans are offered which teach nutrition without food preparation and can be used to increase children's interest in food. Two additional lesson plans help children explore cultural food patterns and traditions. A reference list is included.

DESCRIPTORS: Instructional materials; Preschool education; Nutrition education; Lesson plans; Learning activities; Food habits; Cultural factors

12 **Food for growth. An in-home nutrition education curriculum for preschoolers.** Golay, Jenny. Santa Rosa, CA; Community Child Care Council of Sonoma County. 1981.

FORMAT: 40 p. lesson plans, patterns & activity sheets

FNIC NO.: E-3924 English/E-3966 Spanish

SOURCE: Community Child Care Council of Sonoma. 1030 Second St.--Rear, Santa Rosa, CA 95404

English, Spanish

ABSTRACT: A nutrition education curriculum for preschoolers in a home environment or preschool center integrates nutrition concepts into health, science, social studies, language development, art and math. Fifteen lesson themes designed to meet the California NET minimum proficiencies for preschoolers address topics such as the need for food cleanliness, TV advertising, the Basic Four food groups, mealtime atmosphere and preventing food waste. Each lesson lists the objectives (for children and adults), materials/resources needed, procedures, and follow-up activities which reinforce lesson concepts. Activities suggested include stories, songs, fingerplays, games, art projects, snacks, gardening and field trip ideas

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Learning activities; Integrated curriculum; Food habits; Basic Four; Sanitation; Food advertising

13 **Food for thought--food for understanding.-Alimentos para pensar; alimentos para comprender.** Forbes, Joyce; Roznowski, Fran; True, Laurie; Valenzuela, Erika. Chelsea, MA; A Kangaroos Pouch, Inc., 1981.

FORMAT: unnumbered pages

FNIC NO.: C-2456

English, Spanish

ABSTRACT: A booklet for preschool teachers, food service personnel and parents, with opposing pages in Spanish, describes a preschool nutrition curriculum with a multi-cultural approach. Tried sensitive activities and practices which teach nutrition concepts and wholesome attitudes toward food are described. These practices include structuring the mealtime environment, holiday observances, use of other resources in the child care center, suggested field trips and multi-ethnic menus.

DESCRIPTORS: Teaching guides; Teaching methods; Teacher education; Preschool children (2-5 years)

14 **Food service and nutrition education manual designed for use by child day-care personnel.** Blacksburg, VA: Virginia Polytechnic Institute and State University. 1979.

FORMAT: 231 pages

FNIC NO.: E-3288

English

ABSTRACT: A curriculum which encourages cognitive development of children is structured around food service; nutrition itself plays an important part in child development and can be a vehicle for learning activities, involving smell, touch, hygiene, sample cooking, and nutrition education. Day care centers have evolved from the early days of simple baby sitting to the present programs which are focusing more on the educational aspects of caring for young children. These ideas are best disseminated through a workshop which teachers day care personnel about nutrition, nutrient sources and nutrient needs; how to shop and store food for a day care center; how to prepare food for young children; and how to use the many suggestions offered for learning activities related to growing, preparing and eating food.

DESCRIPTORS: Instructional materials; Workshops; Hygiene; Food storage; Day care services; Learning activities; Nutrient sources; Food purchasing; Nutrition education; Day care programs; Food preparation

15 **How to avoid, eat it...it's good for you: A parents handbook of nutrition awareness and activities for preschoolers.** Pugliese, Madalaine. Boston; Simmons College. n.d..

FORMAT: 25 pages

FNIC NO.: E-4014

ED. LEVEL: Parent education

English, Spanish, Chinese

ABSTRACT: A parents' handbook compliments concepts and activities in "Nutrition and All That Jazz." Rationale for early childhood nutrition education, nutrition and consumer product information, learning activities, snack suggestions, resource materials and recipes are included. Some activities are identical to those in the teacher's handbook. Booklet is printed in English, Spanish, and Chinese.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

16 **Integrated nutrition education and training, ages 3-8.** Sims, Millie. Springfield, IL; Illinois State Board of Education. 1980.

FORMAT: 81 pages

FNIC NO.: E-3596

ED. LEVEL: Elementary grades

English

ABSTRACT: Teachers of preschool and the lower elementary grades will find basic nutrition information and ideas for its incorporation into classroom studies in a curriculum guide revolving around the Basic Four food groups. The learning activities are primarily cooking projects, and are related to reading, writing, verbalization, and arithmetic skills. Suggestions are included for introducing related topics, such as telling time, sanitation, and careers. The recipes are color coded in four sections, with supplementary information on nutrition, preparation, parent involvement activities, and curriculum integration ideas.

DESCRIPTORS: Instructional materials; Activity books; Integrated curriculum; Preschool education; Elementary grades; Basic nutrition facts; Basic Four; Recipes; Class activities; Food preparation; Cooking

EVALUATION TOOLS: Evaluation method guidelines; menu math quiz

17 **Let's taste fruits and vegetables: The ABC's of using fruits and vegetables as an integrated part of early childhood curriculum.** Naworski, Priscilla. Vallejo, CA; Vallejo Unified School District. 1978

FORMAT: unnumbered pages

FNIC NO.: B-3201

SOURCE: Priscilla Naworski, Vallejo City Unified School District, 211 Valle Vista Ave., Vallejo, CA 94590

English

ABSTRACT: A collection of activities, developed to encourage preschool children to identify, handle and taste fruits and vegetables, provides historical background, nutritional information, stories, activities, and other suggested resources for 64 items. Activities may be integrated into art, science, story time, language time, or music studies. Coloring sheets with a drawing of each item includes nutrition information for parents. "Munch Bunch" stickers are provided to reward children who taste new vegetables or fruits.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Fruits; Vegetables

18 **Little chef.** Wong, Theresa; Moon, Rozane; Wong, Cheerfield. San Francisco; Chinatown Community Children's Center. 1980.

FORMAT: 83 pages

FNIC NO.: B-2977

SOURCE: Chinatown Community Children's Center, 979 Clay St., San Francisco, CA 94108

English

ABSTRACT: Food preparation and cooking experiences for small groups of preschool children supplement nutrition knowledge and encourage wise food choices, social interaction, language arts skills, motor development and safe food handling. Ten recipes provide individual step-by-step directions on cards with simple illustrations.

DESCRIPTORS: Instructional materials; Childrens books; Nutrition education; Food habits; Cooking methods; Recipes

19 **Make it, eat it (preliminary copy).** Columbus; Ohio Department of Education. n.d..

FORMAT: 4 pages

FNIC NO.: E-4047

ED. LEVEL: Primary grades

English

ABSTRACT: Ideas drawn from children's cookbooks describe edible creations (i.e., face sandwiches, walking salads, animal shapes) using primarily fruits and vegetables. Food-related science experiments explore taste, and smell and illustrate evaporation and osmosis.

DESCRIPTORS: Instructional materials; Learning activities; Nutrition education; Snack foods

20 **Nutriphonics.** Red Oak, Iowa: Experience Education. 1981.

FORMAT: kit including workbooks, storybooks puppets etc.

FNIC NO.: AV

SOURCE: Experience Education, 401 Reed St., Red Oak, IA 51566

English

ABSTRACT: A nutrition education system for preschool (pre-reading) children conveys positive nutrition concepts through cartoon storybooks and direct experience activities observing, comparing, tasting, cooking and eating a variety of foods. Fourteen basic nutrition concept topics (breakfast, snacks, individual food groups, food sources, advertising, shopping, dental health) are taught with colorful "Talk With Me" books containing sound components (story and sound effects) children activate with a hand-held microphonograph. Stories also may be "read" to groups of children using cassette tapes included. "Take-Me-Home" sheets and "Work-With-Me" books accompany the stories and provide nutrition information, recipes and learning activities which reinforce nutrition concepts. Felt hand puppets representing the major characters in the "Talk With Me" stories, may be used as teaching aids or communicators and in role playing. The teacher's guide lists concepts and questions applicable to each topic; details ideas for nutrition-related supplementary activities; provides recipes identified for use with various teaching units; and offers nutrition information, staff training materials and a resource guide.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Breakfast; Snacks; Food groups; Food sources; Advertising; Dental health; Food habits; Puppets

EVALUATION TOOLS: Knowledge/attitude survey for staff

21 **Nutrition and all that jazz: A nutrition handbook for preschool teachers.** Pugliese, Madaleine. Boston; Simmons College. 1980.

FORMAT: unnumbered pages

FNIC NO.: E-4007

English

ABSTRACT: A handbook for preschool teachers explains the necessity for early childhood nutrition education and provides activities in the following content areas: science, language arts/reading readiness, mathematics, social studies, and art. Lesson plans list applicable concepts or topics for discussion, suggested activities, some background nutrition information and enrichment activities. Suggestions for field trips, tasting parties and parent involvement also are provided. A resource list includes both Spanish and English materials.

DESCRIPTORS: Instructional materials; Integrated curriculum; Lesson plans; Basic nutrition facts; Activity learning

22 **Nutrition evaluation instruments.** University Park, PA; Pennsylvania State University. 1980.

FORMAT: unnumbered pages

FNIC NO.: B-3365

SOURCE: Pennsylvania State University, College of Human Development, Nutrition and Resource Center, University Park, PA 16802

ED. LEVEL: Elementary grades, Secondary grades, Adult education

English

ABSTRACT: Nutrition evaluation instruments developed by Pennsylvania State University, reviewed by faculty and graduate students for content, accuracy and evaluated for reliability were designed for use with students (preschool-grade 12) and adults (college students, teachers, administrators, parents). Nutrition attitude instruments and knowledge tests assess opinions and performance, respectively, of students after participation in a nutrition education curriculum entitled, Nutrition In A Changing World. Instruments for use with adults include: a nutrition knowledge test for teachers to examine the influence of various teacher preparation methods; a commitment instrument to assess centrality of teachers' attitudes toward nutrition education in schools; an instrument to reflect teachers' attitudes toward the importance of and need for nutrition education in schools; an attitude instrument to assess college students' opinions toward nutrition and multimedia instruction; a statewide survey of teachers and administrators to determine needs, attitudes and methods of incorporating nutrition education into grades 7-12; and a questionnaire designed to assess attitudes toward nutrition and its importance to parents whose children participated in nutrition education projects.

DESCRIPTORS: Instructional materials; Tests; Questionnaires; Attitudes; Nutrition knowledge

23 **Nutrition for preschoolers: A teacher's handbook for introducing nutrition education into preschool curriculum.** Martinez, CA; Contra Costa County Day Care. 1980.

FORMAT: loose-leaf volume in binder

FNIC NO.: B-3334

SOURCE: Contra Costa County Day Care, Nutrition Education Project, 111 Ward Street, Martinez, CA 94553

English

ABSTRACT: Lesson plans, designed to integrate nutrition education into learning experiences typically found in a preschool setting, enable learners to master minimum proficiencies in California's health instruction framework. Forty-five activities are divided among five content areas: food choices, factors influencing choices, food-related careers, consumer competencies and food handling. Each activity plan states the objective, new vocabulary word(s), materials needed (including patterns), procedures, evaluation methods and additional activities. Some lesson plans are appropriate for holiday seasons.

DESCRIPTORS: Instructional materials; Lesson plans; Classroom materials; Learning activities

24 **Nutrition handbook for family day care home providers.** Runyan, Thora; Graham, Lynn. Ames, IA; Iowa State University Research Foundation. 1980.

FORMAT: 65 pages, spiral bound

FNIC NO.: E-3847

SOURCE: Shirley C. Karas, Coordinator of Contractual Programs, Child Development Training Program, Dept of Child Development, Richards House, Iowa State University, Ames, Iowa 50011

COST: $2.50

English

ABSTRACT: A guide for day care providers is designed to help preschool children learn about foods, to gain new skills in working with food, and develop positive attitudes about a variety of foods. Each lesson is based on a positive concept about food or nutrition and includes a statement of learning objectives. Background information is provided and appropriate activities are suggested. Directions for 26 simple recipes indicate steps to be performed by the providers and those to be done by the children. The Resource Section provides addresses for sources of free materials, a list of other publications, and descriptions of children's books that stimulate interest in foods and cooking.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Children; Food attitudes; Basic Four; Food sanitation; Food safety; Recipes

25 **Nutrition handbook for staff in child care centers.** Runyan, Thora; Graham, Lynn. Ames, IA; Iowa State University Research Foundation. 1980.

FORMAT: 65 pages, spiral bound

FNIC NO.: E-3846

SOURCE: Shirley C. Karas, Coordinator of Contractual Programs, Child Development Training Program, Department of Child Development, Richards House, Iowa State University, Ames, Iowa 50011

COST: $2.50

English

ABSTRACT: A guide for day care providers is designed to help preschool children learn about foods, to gain new skills in working with food and to develop positive attitudes about a variety of foods. Each lesson is based on a positive concept about food or nutrition and includes a statement of learning objectives. Background information is provided and appropriate activities are suggested. Twenty-six simple recipes are given which indicate steps to be performed by the providers and those to be done by the children. The Resource Section provides addresses of sources of free materials, a list of other publications and children's books that could stimulate interest in foods and cooking.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Children; Food attitudes; Basic Four; Food sanitation; Food safety; Recipes

28 **Off to a good start. Practical nutrition for family day care.** Strool, Catherine; Van Domelen, Nancy. Denver; Wildwood Child Care Food Program. 1982.

FORMAT: 130 pages, softbound

FNIC NO.: E-3929

SOURCE: Wildwood Child Care Food Program, 0243 Ventnor Ave., Aspen, Colorado 81611

English

ABSTRACT: A basic nutrition resource book provides eating guidelines for adults and children, practical advice regarding consumer decisions and hints for meal planning and food preparation. An activity section, which suggests experiences to help preschool children understand the relationship of food to health, covers most of the major concepts presented. Recipes included throughout the text are accompanied by statements indicating how the food item may be used in the daily feeding pattern according to USDA Child Care Food Program requirements for 3-6 year old children.

DESCRIPTORS: Instructional materials; Basic nutrition facts; Basic Four; Consumer education; Meal planning; Energy conservation; Learning activities; Recipes

27 **Picture recipes for beginning cooks.** Annapolis, MD; Dept. of Health and Mental Hygiene. n.d..

FORMAT: flashcard sets

FNIC NO.: AV

English

ABSTRACT: Eight picture card recipes sets (banana orange tree salad, banana orange beverage, tossed salad, peanut butter on cabbage, deviled egg, cream cheese balls, carrot and pineapple sald, fruit salad) are designed to provide positive food experiences for preschool children. Picture steps of each recipe are simplified, sequential black and white drawings of skills suitable for 3 year olds. Each recipe set is accompanied by a teacher's instruction card listing the appropriate age range and season for the activity, ingredients and equipment needed, safety and sanitation notes, nutrition information and sensory experiences provided.

DESCRIPTORS: Instructional materials; Recipes; Food preparation, home; Nutrition education

29 **Selective bibliography of nutrition education materials for preschool instruction in Wisconsin.** Menomonie; University of Wisconsin-Stout. 1980.

FORMAT: 14 pages

FNIC NO.: E-4088

English

ABSTRACT: A guide designed to assist early childhood educators, nutrition specialists or food service personnel briefly describes selected curriculum guides, audiovisual materials, posters, pictures, and cookbooks and lists sources of manipulative materials. Books are analyzed for 3 levels of difficulty (easy, moderate, advanced) and food and nutrition concepts which can be taught using each book are indicated.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Resource materials; Audiovisual aids

29 **Smell, touch, listen look--kids learn, kids cook: A nutrition education workshop for day care personnel.** Herr, Judith. Menomonie, WI: University of Wisconsin-Stout. 1980.

FORMAT: 116 pages

FNIC NO.: E-3710

English

ABSTRACT: An inservice training program was designed to help day care workers learn about, adapt, and use nutrition education materials in the classroom; day care workers can foster positive attitudes toward food and nutrition among young children. The workshop provides training in basic nutrition concepts; techniques for integrating nutrition education into the preschool environment; methods of planning participation by children, staff, and parents; and evaluation for resource materials. Concepts suitable for preschool children are outlined. A cook's corner is suggested for the classroom; recipes and tips are given for children to prepare meals and snacks. Nutrition information resources, sample lesson plans, and companies producing early learning equipment are listed.

DESCRIPTORS: Instructional materials; Teaching guides; Nutrition education; Inservice programs; Day care programs; Parent participation; Foods instruction; Information sources; Program planning

30 **Snacks for children.** Fraser, Jean; Kotris, Susan. Cleveland; Cleveland State University. 1982.

FORMAT: 16 page booklet

FNIC NO.: E-4037

English

ABSTRACT: A twelve week rotation of nutritious, popular snacks used in the Cleveland State University Child Center was designed to increase the children's acceptance of a wide variety of foods and to promote good snacking habits. Each weekly snack list (5 snacks) includes a grocery list, recipes and suggestions for snack preparation and serving. Additional seasonal recipes, activity suggestions and hints for conducting food preparation activities with preschool children are included.

DESCRIPTORS: Instructional materials; Snacks; Child care centers; Food preparation, home; Food habits

31 **Students, parents, educators, administrators, children, for nutrition: A cooperative adventure in preschool nutrition education.** Minneapolis: Minneapolis Public Schools. 1980.

FORMAT: various pagings in 3 ring binder

FNIC NO.: B-3397

SOURCE: Ms. Laurel Hinze, Minneapolis Technical Institute, 1415 Hennepin Ave., Minneapolis, Minn 55403

ED. LEVEL: Secondary grades, Adult education, Food service training

English

ABSTRACT: SPEAC for Nutrition provides a multi-level program to increase the nutritional awareness and knowledge of preschool children through curricula for high school/post high school students, preschool children and day center cooks; and workshops for parents, preschool and secondary teachers. The curricula are supportive the USDA/HEW dietary guidelines and the five food group concept. The preschool teaching units are divided into lesson plans providing food, non-food and reinforcement activities encouraging positive eating habits. Nutrition information for parents, suggested at-home activities andd additional resources for teachers also are included. The secondary student curriculum gives teenagers a background of nutrition principles to apply when planning activities with young children. Two-hour teacher workshop/resource units provide the format for experiential activities utilizing those principles presented to the children. A 20-hour food service workshop explores food attitudes, teaches basic nutrition, menu planning, sanitation and safety and enables the participant to plan food related activities to use with preschool children. Two-hour parent workshop activities focus on development of preschooler's good eating habits and allow hands-on experiences with SPEAC nutrition education activities.

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Teacher education; Parent participation, Learning activities; Workshops; Integrated curriculum

32 **Tennessee educates for nutrition now: An instruction plan for preschool.** Andrews, Frances E.; Cunningham, Jo Lynn; Skinner, Jean D.; Shreve, Carol Q.; Shepherd, Sandra K. Nashville; Tennessee State Department of Education. 1982.

FORMAT: 102 pages in a 3-ring binder

FNIC NO.: B-3314

English

ABSTRACT: The preschool plan is organized around four goals identified for nutrition education in Tennessee. These goals are to understand: the relationship of nutrition to health, the relationship between individual and environmental characteristics and food related behavior, physical and chemical properties of food and the nature and means of resolution of food and nutrition related concerns. The plan is divided into beginning and advanced developmental level sections. Within each section are specific topics for study and corresponding cognitive, affective and behavioral objectives, generalizations about the information, priority ratings to help determine emphasis each topic should receive, content, vocabulary lists, teacher information, activities, assessment activities annd supplementary resources. A resource guide provides an annotated list of children's books and teacher references, picture and materials sources and an educational materials evaluation instrument.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

33 **The ABC's of body building (game).** Manhattan, KS: Dept. of Foods and Nutrition, Kansas State University. 1981.

FORMAT: 1 game (board, 4 playing cards, etc.)

FNIC NO.: AV

English

ABSTRACT: A board game, color coded with symbols corresponding to the preschool curriculum food models, helps preschool children recognize nutrient-rich foods needed for growth, and good health. The object is for each child to "build his body" by rolling the colored die, landing on the food and nutrient symbols, thereby acquiring all six color matching body parts.

DESCRIPTORS: Instructional materials; Nutrition education; Educational games; Nutrients

34 **The ABC's of nutrition education: A curriculum for preschool.** Manhattan, KS: Department of Foods and Nutrition, Kansas State University. 1981.

FORMAT: kit (includes game board, die, playing pieces etc)

FNIC NO.: B-3337

English

ABSTRACT: A curriculum for children ages 3-6 consists of 3 concept units (nutrient sources, nutrient functions and food selection), 6 food models, a game and a teacher's self-instruction unit. Concept units are sequential and are divided into color coded content area sections (self-selected or free play, snack/lunch, art and grouptime) containing a choice of activities related to the concept. Each activity page within a content area includes a behavioral objective, list of materials needed and directions for activities. Supplemental teacher information is provided in the margin of each page. Stuffed fabric food models represent milk, raisin bran, bread, a chicken leg, a carrot and a strawberry. Each contains a hidden finger puppet emphasizing a specific nutrient found inside the food. The "ABCs of Body Building" game helps children associate the selection of food with a bodily nutrient function. The teacher's self-instruction unit contains 10 chapters consisting of one or more summary paragraphs followed by questions designed to reinforce the basic nutrition facts presented. Supplementary materials include a teacher's resource list, visuals and parent information letters.

DESCRIPTORS: Instructional materials; Lesson plans; Learning activities

EVALUATION TOOLS: Pre/posttest in teacher's unit

35 **The mustard seed.** Wong, Theresa; Moon, Rozana; Wong, Cheerfield. San Francisco; Chinatown Community Children's Center. 1980.

FORMAT: 206 pages

FNIC NO.: B-3717

SOURCE: Chinatown Community Children's Center, 919 Clay Street, San Francisco, CA 94108

English, (some Chinese)

ABSTRACT: A nutrition education curriculum guide, for children 3 to 5 years of age, is divided into 7 color-coded categories: creative activities, flannel graph stories, games, puppet shows, cooking activities, songs, and resource lists. Activities are designed to meet the 12 nutrition objectives of the California State Department of Education, may be implemented over a one to two year period, and reinforce skills in 8 learning areas: motor development, social development, language arts, science, health and safety, music, mathematics, and art. Each activity lists an objective, optimal group size, time and materials required, procedure and suggested enrichment activities. Patterns for games and activities are printed on heavy duty paper.

DESCRIPTORS: Curriculum guides; Nutrition education; Integrated curriculum; Learning activities; Educational games; Puppets

36 **Vegetable magic--a preschool and kindergarten nutrition education source book.** Palmer, Michele.; Edmonds, Arline. Storrs, CT; Connecticut Nutrition Education Training Program. 1981.

FORMAT: 40 page booklet

FNIC NO.: C-2454

SOURCE: CNETP Publications, Department of Nutritional Sciences, The University of Connecticut Box U-17, Storrs, CT 06268

COST: $7.95

English

ABSTRACT: A nutrition education source book for teachers and home day care providers provides five methods of exploring vegetables with preschool children. The Read-A-Story section contains discussion ideas and follow-up activities for seven recommended story books; Grow-A-Plant provides instructions for growing vegetables; Take-A-Step suggests places to visit that grow, prepare or sell vegetables; Play-A-Game offers simple educational games; and Eat-A-Treat contains easily prepared vegetable recipes.

DESCRIPTORS: Instructional materials; Preschool education; Nutrition education; Vegetables; Learning activities

37 **Which came first...the chicken or her eggs.** Cambridge; Walden Square Children's Center. n.d..

FORMAT: booklet, unnumbered pages

FNIC NO.: E-4013

English

ABSTRACT: Monthly curriculum overviews for a specific food group suggests trips, activities, and occasionally key points for emphasis or discussion. Examples of teacher-developed activities, evaluations, and trip evaluations provide ideas for a preschool and early elementary approach to understanding the food chain.

DESCRIPTORS: Curriculum guides; Teacher developed materials; Food knowledge

Kindergarten

38 **Florida nutrition education. A basic skills approach. Kindergarten.**
Atkinson, Ann H.; Dorsey, Jodee L. Tallahassee: Florida Department of Education. 1981.

FORMAT: various pagings

FNIC NO.: E-3959

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 10 activities is designed to teach nutrition while reinforcing developing attitudes and behaviors toward primary basic skills in reading, writing and math. Nutrition concept topics include distinction between food and non-food items, food and its relation to growth, water (its function and sources), fruits/vegetables, familiar plant and animal food sources and preparation for a shared meal. Each lesson is based on a selected nutrition concept, states a purpose and/or expected student outcome, and provides: brief background material for the teacher, a list of materials and resources needed, and a step-by-step description of how to conduct each activity. Student handout/worksheet masters and answer keys are provided.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Growth; Plant sources of foods; Animal sources of food; Water; Meal planning; Food preparation, home

EVALUATION TOOLS: Nutrition posttest; 25-item picture test

39 **Nutrition comes alive, introductory level K.**
Nelson, Susan Kay. Ithaca, NY: Cornell University. 1980.

FORMAT: Kit includes puppet, cassette, teachers guide, etc

FNIC NO.: AV

English

ABSTRACT: The importance of eating a wide variety of foods to ensure good health in kindergarten children is emphasized with the help of a caterpillar hand puppet named Munch. Munch belongs to a curriculum package which introduces youngsters to different foods using songs, stories, games, recipes and other learning activities where children taste new foods. Children learn that good foods are needed for energy and growth and that some foods are not nutritious. Students examine foods which are advertised on television. A teacher's guide includes information and activity sheets and master copies which can be duplicated to prepare and motivate pupils to have fun with nutrition.

DESCRIPTORS: Instructional media; Nutrition education; Nutrition concepts; Nutrition information; Curriculum guides; Teaching guides; Learning activities; Lesson plans; Puppets; Foods instruction

Primary Grades (K-3)

40 **A cross-discipline approach to nutrition education teachers handbooks (grade 3 and 6).** St. Paul, MN; Minnesota Dept. of Education. 1990.

FORMAT: 2 volumes grade 3 75 p.; grade 6 125 p.

FNIC NO.: E-4115/16

ED. LEVEL: Grade [illegible]

English

ABSTRACT: Classroom activities for grade 3 and grade 6 integrate nutrition education into science, health and language arts. (Texts for grades 4 and 5 were not completed due to lack of funds.) Computer software is available from the publisher and optional for the third grade materials but is integral to the sixth grade units. Third grade nutrition topics include energy, food functions in the body, snack and (especially) breakfast planning, food intake analysis and food research. Sixth grade topics cover energy balance, the Basic Four, meal planning, snack selection, and meal composite analysis. Brief lesson plan directions, linked by curriculum area within a day's lesson, vocabulary lists, student handout and worksheet masters are included. Portions of Dairy Council's "Food Your Choice" materials are included in instructional framework.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Energy; Snacks; Breakfast; Meal composite analysis

41 **A Guide to nutrition education--Seminole county schools k-5.** Sanford, FL; Seminole County Schools.

FORMAT: unnumbered pages in folder

FNIC NO.: E-[illegible]

SOURCE: Marion Snell, Health Education and Services Consultant, 1211 Mellonville Ave., Sanford, FL 32771

COST: Free

ED. LEVEL: Grade 4, Grade 5

English

ABSTRACT: A flow chart identifies nutrition education objectives in Grades K-3 for each of six concepts: food handling, nutrition, nutrient allowances, body systems, food consumption, and problems and technology (not included in K-1 curriculum plans). Lesson plans are provided according to grade level - one page for each of the concepts. Each page lists the student objective, one to five learning activities, resources and materials needed and a suggested evaluation activity. Resource and materials section and evaluation section recommend activities and worksheets found in the Dairy Council's "Food, Your Choice" kits.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans

EVALUATION TOOLS: Nutrition Knowledge Assessment (Pre/post) for teachers 27 multiple choice

42 **ABC's of nutrition education; A learning system for K-3.** Davis, Susan; Watt, Susan; Bassler, Eunice; Stroh, Meredith. Manhattan, KS; Kansas State University, Dept. of Foods and Nutrition. 1982.

FORMAT: various paging spiral bound

FNIC NO.: E-3990

English

ABSTRACT: A curriculum guide provides 26 nutrition lessons integrated into language arts, science, health, art, math (1 lesson) and social studies, and a corresponding teacher's self-instruction unit. All student lessons are designed to teach three basic concepts: food contains nutrients; nutrients have special functions in the body; and food choices should be made according to taste preferences and nutrient needs. Lesson plans describe objectives, materials needed, activity directions, assessment questions and student activity sheets. The teacher's unit provides brief chapters on specific subject areas. Each chapter contains one or more summary paragraphs followed by questions designed to reinforce the information presented.

DESCRIPTORS: Instructional materials; Curriculum guides; Lesson plans; Teacher education; Nutrient sources; Nutrient functions

EVALUATION TOOLS: Pre/post tests in teacher education unit

43 **Bilingual worksheets: English/Spanish (grades 1-2 & grades 3-4).** San Jose, CA; San Jose Unified School District. 1979.

FORMAT: 2 volumes--grade 1-2 226 p.; grade 3-4 264 p.

FNIC NO.: E-4172/73

SOURCE: San Jose Unified School District, 708 West Julian, San Jose, California 95126

ED. LEVEL: Grade 2, Grade 3, Grade 4

English, Spanish

ABSTRACT: Black and white printed and illustrated worksheets with English on one side and Spanish on the other, are numbered to correlate with the Master Curriculum Guide of "Please Pass the Nutrition." Included are age-appropriate stories, puzzles, games and informative handouts. Answer keys are available in the back of each master curriculum guide.

DESCRIPTORS: Instructional materials; Nutrition education; Worksheets; Bilingual education; Spanish (Language); Classroom materials; Educational games; Puzzles

44 **Concentration (Board game): A vegetable with good nutrition activity.** Durham; Nutrition at Work-University of New Hampshire. 1979.

FORMAT: playing board & 36 playing cards

FNIC NO.: AV

SOURCE: Nutrition at Work, Barton Hall, University of New Hampshire, Durham, NH 03824

COST: $8.00

ED. LEVEL: Grade 4

English

ABSTRACT: A memory recall game, part of the "Vegetables with Good Munch" program for grades K-4, teaches vegetable identification and spelling. Twenty-four vegetable picture and name cards are turned face down on the playing board. Players attempt to turn over two cards to make a matched pair until all cards are matched.

DESCRIPTORS: Instructional materials; Educational games; Vegetables; Recognition; Memory

45 **Curriculum guide for grades 1-2. (Please Pass the Nutrition series).** San Jose, CA; California State Dept. of Education. 1981.

FORMAT: 228 pages

FNIC NO.: B-3460

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, CA 95126.

ED. LEVEL: Grade 2

English

ABSTRACT: Classroom activities in 4 units integrate student life experiences with major classroom subject areas. Unit I, "Nutrition Smart, Food Wise" contains 51 lessons which encourage the child to identify his/her own feelings about food and examine cultural, social and emotional attitudes toward food. The 18 lessons in "Type A Everyday" (Unit II) encourage consumption of healthful, balanced meals at home and at school. Unit III recognizes "Kids As Consumers " with 12 lessons covering consmer practices, food processing and storage, advertising and label reading. "Plants in the Making", Unit IV, provides 13 activities focusing on plant sources of food. Each activity is based on a lesson objective, lists time and material required, provides teacher information and instructional aids (worksheets, handouts) Many lessons offer opportunities for food tasting and cooking.

DESCRIPTORS: Instructional materials; Nutrition education; Curriculum guides; Learning activities; Integrated curriculum; Basic nutrition facts; Food habits; Food selection; Consumer education; Plant sources of foods

46 **Curriculum guide for grades 3-4. (Please Pass the Nutrition series).** San Jose, CA: California State Dept. of Education. 1981.

FORMAT: 278 pages

FNIC NO.: B-3459

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, California 95126.

ED. LEVEL: Grade 4

English

ABSTRACT: Classroom activities, divided into 4 integrated curriculum units, encourages nutrition study throughout the year to help children improve thier food habits. Unit I, "Nutrition Smart, Food Wise" contains 70 lessons designed to encourage the child to identify his/her feelings and examine cultural, social and emotional attitudes toward food. The 13 lessons in "Type A Everyday", Unit II, allow children to learn about and practice planning balanced breakfasts and lunches. Unit III recognizes "Kids As Consumers" and provides 17 lessons covering advertising influences, label reading and identifying unnecessary highly processed foods. "Plants in the Making," Unit IV, provides 8 activities focusing on plant sources of food. Each activity is based on a lesson objective, lists time and materials required, provides teacher information and instructional aids (worksheets, handouts). Many lessons offer opportunities for food tasting and cooking projects.

DESCRIPTORS: Instructional materials; Nutrition education; Curriculum guides; Learning activities; Integrated curriculum; Basic nutrition facts; Food habits; Food selection; Consumer education; Plant sources of foods

47 **Exploring the People's Republic of China. Nutrition and ecology.** St. Paul: Division of Instruction/Minnesota Department of Education. n.d..

FORMAT: pocket folder with 5 unbound teaching units including slides

FNIC NO.: E-4020

ED. LEVEL: Grade 6, Secondary grades

English

ABSTRACT: As a portion of a six-part curriculum package, the packet combines nutrition education with social studies. Selected resources, ideas, information and activities are provided to help students develop an awareness, knowledge and understanding of China's ecology and people. Contents include five teaching units (three for 4th grade, one for 7th-9th grade and one for high school), a resource list and 24 slides illustrating cultural food practices. Units consist of information sheets, maps, project directions, suggested activities and recipes (when appropriate). Some lessons may be adapted for higher grade levels.

DESCRIPTORS: Instructional materials; Nutrition education; Ecology; China; Social studies

48 **Florida nutrition education. A basic skills approach. Intermediate level A.** Estep, Rebecca M.; Dorsey, Jodee L. Tallahassee; Florida Dept. of Education. 1981.

FORMAT: unbound, various pagings; 7 page nutrition test

FNIC NO.: E-3980

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 5 lessons/activities, designed to teach nutrition while reinforcing reading and writing skills of fourth grade students, focuses on digestion--the process, organs involved, nutrient absorption and common health problems related to the digestive tract. Each lesson is based on selected nutrition concepts, states the purpose and/or expected student outcomes and includes pertinent background information, a list of materials and resources needed and a step-by-step description of how to conduct each activity. A 30-question multiple choice nutrition posttest is included for cognitive evaluation.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Digestive system; Digestion and absorption; Gastrointestinal disorders

EVALUATION TOOLS: Post test

49 **Florida nutrition education. A basic skills approach. Intermediate level B.** Harrington, Deborah D.; Hemphill, Susan B.; Dorsey, Jodee L. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound 8-page nutrition test

FNIC NO.: E-3952

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 8 lessons/activities, designed to teach nutrition while reinforcing basic skills (primarily reading, but also math and writing) of children in grade 5 focuses on nutrient needs, vitamin A, vitamin D, minerals, iron, nutritional labeling and "junk foods." Each lesson is based on selected nutrition concepts; it states the purpose and/or expected sudent outcomes and includes pertinent background information, a list of materials and resources needed, and a step-by-step description of how to conduct each activity. A 34-question multiple choice nutrition test for cognitive learning evaluation is provided.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Nutrient requirements; Vitamin A; Vitamin D; Minerals; Iron; Nutritional labeling; Junk food

EVALUATION TOOLS: 34-question multiple choice test

50 **Florida nutrition education. A basic skills approach. Intermediate level C.** Timberlake, Amanda M.; Davinroy, Janet L. Tallahassee; Florida Department of Education. 1981.

FORMAT: unnumbered pages, suitable for 3 ring binder

FNIC NO.: E-3954

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: The curriculum is part of a sequential series based on the content identified in the Florida Nutrition Content Framework and Minimum Student Performance Standards for basic skills. Nine activities are designed to teach nutrition while reinforcing basic skill subject areas (reading, math) of 6th grade students. Nutrition concept topic areas include energy balance, calorie content of foods, calorie needs and body image. Each activity provides pertinent background information, student handouts and worksheets, a list of materials and resources needed, and step-by-step description of how to conduct each activity. A 40-question multiple choice nutrition posttest is included for cognitive evaluation.

DESCRIPTORS: Instructional materials; Integrated curriculum; Nutrition education; Energy balance; Body image

EVALUATION TOOLS: 40 item multiple choice nutrition test

51 **Florida nutrition education. A basic skills approach. Primary level A.** Estep, Rebecca M.; Dorsey, Jodee L. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound 9 page nutrition test

FNIC NO.: E-3953

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 6 activities is designed to teach nutrition while reinforcing reading and math for children in grade 1. Topic areas include vitamin C (sources, functions and food preparation) and identification and classification of plant and animal sources of food. Each lesson is based on a selected nutrition concept; states a purpose and/or expected student outcome; and provides brief background materials for the teacher (a list of materials and resources needed, and a step-by-step description of how to conduct each activity). A 25-item nutrition (picture) test is included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Nutrient sources; Nutrient functions; Ascorbic acid; Food classification; Animal sources of food; Plant sources of foods

EVALUATION TOOLS: Nutrition posttest

52 **Florida nutrition education. A basic skills approach. Primary level B.**
Hemphill, Susan B.; Harrington, Deborah O.; Dorsey, Jodee L. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound 5 page test booklet

FNIC NO.: E-3956

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 8 activities is designed to teach nutrition while reinforcing reading and writing skills for second grade children. Nutrition topics include sources and functions of calcium and vitamin C, Basic Four food groups, nutritious snacks, food handling, preparation and purchasing. Each lesson is based on a selected nutrition concept; states a purpose and/or expected student outcome; and provides: brief background material for the teacher, a list of materials and resources needed, and a step-by-step description of how to conduct each activity. Student handout/worksheet masters are included. A 24-question multiple choice nutrition test is provided for cognitive evaluation.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Reading skills; Writing; Nutrient sources; Nutrient functions; Calcium; Basic Four; Snacks; Food handling; Food preparation, home; Food purchasing

EVALUATION TOOLS: Post test

53 **Florida nutrition education. A basic skills approach. Primary level C.**
Harrington, Deborah O.; Hemphill, Susan B.; Dorsey, Jodee L. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound 6 page test booklet

FNIC NO.: E-3957

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A set of 10 activities is designed to teach nutrition while reinforcing basic skills in reading, writing, and math. Nutrition topics include: energy yielding nutrients, energy requirements, nutrient functions and sources, food spoilage and eating behaviors. Each lesson is based on a selected nutrition concept, states a purpose and/or expected student outcome, provides brief background material for the teacher, a list of materials and resources needed and a step-by-step description of how to conduct each activity. Student handout/worksheet masters and answer keys are included. A 29 question multiple choice test is provided for cognitive evaluation of students.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Reading skills; Writing; Mathematics; Nutrient requirements; Energy requirements; Nutrient functions; Nutrient sources; Food spoilage; Food habits

EVALUATION TOOLS: 29-question multiple choice posttest

54 **Good nutrition--its your choice, an adventure in nutrition with Ted, Fred, Norma, and Jerri.** Towson: Baltimore County Public Schools. 1979.

FORMAT: 117 pages looseleaf

FNIC NO.: E-4096

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00

English

ABSTRACT: A supplementary primary reading packet provides ten sequential stories that encourage good nutrition habits. Stories one through five deal with food groups, stories six through ten focus on awareness of advertising, label reading, menu reading, food preparation and handling, cooking safety and sanitation, meal-time atmosphere annd willingness to try new foods. Each story unit contains follow-up questions, a pupil resource sheet and activities which may involve food service personnel and parents.

DESCRIPTORS: Instructional materials; Reading material; Reading skills; Nutrition education

EVALUATION TOOLS: Pre/post test

55 **Healthworks.** Sudbury, MA: Sudbury Public Schools. n.d..

FORMAT: unnumbered pages in binder

FNIC NO.: B-3398

ED. LEVEL: Grade 4

English

ABSTRACT: A health and nutrition curriculum for kindergarten through fourth grade children integrates participatory activities and explores health and nutrition issues within basic subject areas of language arts, math, social science and science. Designated concepts are highlighted at each grade level and are sequential. All units provide suggested activities, notes and additional resources, supplementary nutrition information and worksheets.

DESCRIPTORS: Curriculum guides; Nutrition education; Learning activities; Classroom materials

56 **Idea book for nutrition education, preschool-grade 3.** Indianapolis: Indiana Dept. of Public Instruction. 1981.

FORMAT: 59 pages

FNIC NO.: E-3713

English

ABSTRACT: Child-centered activities, designed to incorporate nutrition education into the existing curriculum for primary grades are described. Food and nutrition projects reinforce language and math development, social studies, science and art. Seasonal activities coincide with and complement holiday themes. Food week ideas suggest activities related to specific food groups: fruits, vegetables, dairy products, meat, bread and cereal. Snack ideas, a resource list with addresses and prices of materials recommended in the text, and an annotated list of films and videotapes available through the Indiana Dept. of Public Instruction are given.

DESCRIPTORS: Instructional materials; Integrated curriculum; Teaching guides; Nutrition education; Basic nutrition facts; Foods instruction

57 **Integrated nutrition education and training, ages 9-12.** Springfield, IL: Illinois State Board of Education. 1980.

FORMAT: 65 pages

FNIC NO.: E-3597

ED. LEVEL: Grade 5, Grade 6

English

ABSTRACT: Ways of integrating nutrition concepts into math, social studies, language arts and science activities in the intermediate grades are presented in a teacher's curriculum guide. Basic nutrition information includes discussions of the dietary guidelines, the five food groups, important nutrient sources and functions, and the Recommended Dietary Allowances. Instructions for each classroom activity include the time and materials needed, the objectives of the activity, methods of accomplishing the objectives, and suggestions for further discussion. Learning reinforcement is fostered through games and worksheets.

DESCRIPTORS: Instructional materials; Integrated curriculum; Activity books; Class activities; Dietary goals; Basic nutrition facts; Food groups

58 **My activity book on fruits of the Virgin Islands.** Moolenaar, Ruth. Charlotte Amalie, St. Thomas, VI: Department of Education. 1980.

FORMAT: 22 pages, spiral bound

FNIC NO.: E-4109

SOURCE: Ermin Olive, Nutrition Education Specialist, Government of the Virgin Islands, Department of Education, Charlotte Amalie, St. Thomas, VI 00801.

COST: Free (one copy per NET Coordinator)

English

ABSTRACT: A coloring book illustrates and provides information on fruits indigenous to the Virgin Islands. The first half describes the types of fruits, where they're grown and their availability. The second half of the booklet provides description riddles about the fruits and space for the child to draw and color the item.

DESCRIPTORS: Instructional materials; Nutrition education; Food knowledge; Tropical fruits

59 **Nutrients the movie.** Sacramento: California State Dept. of Education, Media Services Unit. 1982.

FORMAT: 15 1/2 min. 16mm motion picture

FNIC NO.: AV

SOURCE: California State Dept. of Education, Media Services Unit, 721 Capitol Mall, Sacramento, CA 95814

ED. LEVEL: Grade 5, Grade 6, Secondary grades

English

ABSTRACT: An entertaining film introduces and describes each of the six nutrient groups, their functions and sources. A variety of backdrops and characters are used to maintain interest. The importance of water is explained by Sea World trainers; Dracula expounds on the benefits of minerals, with emphasis on iron for healthy blood; and a female weight lifter describes the need for protein and her methods for combining vegetable proteins to make complete proteins. All scenes feature healthy young people engaged in active work or play, and reinforce the need for a variety of foods in the diet for optimal nutrition.

DESCRIPTORS: Instructional media; Nutrition education; Nutrient functions; Nutrient sources; Nutrient requirements; Carbohydrates; Proteins; Lipids; Vitamins; Minerals; Water

60 **Nutrients. Level five. Student edition. Nutrients. Teacher's edition.** Towson: Baltimore County Public Schools. 1981.

FORMAT: 18 page student booklet; 71 page teachers edition

FNIC NO.: E-4095

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00 (including 1 student reader)

English

ABSTRACT: A supplementary fifth level reading packet consists of five short articles on nutrients, a play identifying nutrients obtained from foods in the sea, and a teacher's guide. Discussion questions and reading/language activities follow each article and the play. Activities may include school food service personnel and parents. The teacher's guide provides a lesson plan listing objectives, vocabulary, reading skills, resource sheet, and reading purpose for each story, and includes student resource sheets.

DESCRIPTORS: Instructional materials; Reading material; Reading skills; Nutrition education; Nutrients; Nutrient requirements; Seafood

EVALUATION TOOLS: Pre/post test

61 **Nutrition activities in Spanish.** Hato Rey, PR: Dept. of Education, Office of School Luncheon Division. 1981.

FORMAT: 8 pages

FNIC NO.: E-4061

Spanish

ABSTRACT: Nutrition activities in Spanish include a rebus, crossword and word search puzzles.

DESCRIPTORS: Instructional materials; Spanish (Language); Nutrition education; Puzzles

82 **Nutrition adventures for kids in Kansas Grades, K-3.** Davis, Susan; Stroh, Meredith; Watt, Susan; Bassler, Eunice. Manhattan, KS; Kansas State University. n.d..

FORMAT: 4-sided printed folder

SOURCE: Department of Foods and Nutrition, Justin Hall, Manhattan, KS 66506

English

ABSTRACT: Four nutrition activity folders each deal with a separate topic: breakfast, dental health, snacks or growth and energy. Within each folder is the rationale for the topic (brief background information), two major concepts and four or more objectives on which the suggested activties are based. Activities consist of food preparation, demonstration, discussion or songs and may be reinforced by discussion questions following each activity. The back page of each folder lists additional resources; nutrition curricula and textbooks for elementary teachers and nutrition and cooking books to emphasize the topic.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Breakfast; Dental health; Snacks; Growth; Nutrient requirements

83 **Nutrition and you in a month or two: An activities book for grades K-4.** Northampton, MA; Hampshire Educational Collaborative. 1981.

FORMAT: 48 pages, spiral bound

FNIC NO.: E-4009

ED. LEVEL: Grade 4

English

ABSTRACT: School staff members organized and developed existing materials and resources into month long nutrition education units for grades K-4. Activities were designed in accordance with the US Dietary Guidelines and stress four themes: importance of a good breakfast, healthy snacks and snacking, dental health through good nutrition, and the school lunch program. Kindergarten activities center on food tasting experiences and include rhymes, stories, procedures for activities and related curriculum-based activities. Grade 1-3 activities integrate nutrition studies into basic curricula and grade 4 lesson plans and student activities are planned around the Mulligan Stew program of films. Additional resources are listed for each grade level.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Teacher developed materials; Learning activities

84 **Nutrition comes alive, level 1.** Nelson, Susan Kay. Ithaca, NY: Cornell University. 1980.

FORMAT: kit including poster, teacher's guide, songs

FNIC NO.: AV

English

ABSTRACT: First graders are encouraged to learn where foods originate, how animals and plants grow, and how the body turns food into nutrients needed for growth in a curriculum package for nutrition education. Learning activities use a hand puppet, mobile, floor game, explorers' hats, flannel-board pieces, songs and other experiences which permit food explorations. Pupils are introduced to 2 nutrients: protein and calcium. Children taste foods from the juice, seeds, stems, roots, leaves and fruits of plants. A complementary teacher's guide explains how to implement and integrate activities, and includes information and activity sheets, game instructions, and ditto masters for in-classroom use.

DESCRIPTORS: Instructional media; Nutrition education; Curriculum guides; Teaching guides; Plant sources of foods; Animal sources of foods; Protein; Calcium; Nutrient requirements; Learning activities

EVALUATION TOOLS: Evaluative activities with each unit

85 **Nutrition comes alive, level 2.** Mapes, Martha C. Ithaca, NY: Cornell University. 1980.

FORMAT: kit includes 2 puppets, cassette, teachers guide,

FNIC NO.: AV

English

ABSTRACT: Second graders learn which snacks promote good health with the help of two hand puppets, a magic cupboard, stories, songs, a classroom activity organizer for the wall, and 24 food and fitness activity cards in a curriculum package for nutrition education. Learning projects which encourage children to be choosy in their snack selections integrate nutrition concepts with other school subjects. Topics include "Think What You Drink," "Snacks Make a Difference," "Eat Fruit Every Day," and "Salads Are So Good." A teacher's guide idea packet contains instructions, recipes, and master copies for student worksheets, snack records and fitness charts for each student.

DESCRIPTORS: Instructional media; Nutrition education; Curriculum guides; Teaching guides; Snacks; Snack foods; Learning activities; Nutrition concepts; Nutrition information; Food selection

EVALUATION TOOLS: Evaluative activities

86 **Nutrition comes alive, level 3.** Nelson, Susan Kay. Ithaca, NY: Cornell University. 1980.

FORMAT: kit includes 5 posters, cassette, recipe cards

FNIC NO.: AV

English

ABSTRACT: Third graders learn to become informed consumers with a curriculum package which examines media information on their food choices. Advertising and selling intent are explored in classroom activities including discussion of five fictitious ads and their accompanying color posters. Five write-on, wipe-off cards integrate food preparation concepts with metric mathematics in recipes for pea soup, corn bread, raisin nut muffins, spinach salad, and pineapple smoothie. Learning activities encourage children to critically analyze the nutritional qualities of advertised products, and to use nutrition knowledge to exercise power of choice in making food selections. A teacher's guide contains ditto masters on such topics as "Let's Sell Juice," "Does the Ad Grab You?," "Which Brand Would You Buy," and "Let's Look at the Label."

DESCRIPTORS: Instructional media; Curriculum guides; Teaching guides; Food selection; Food advertising; Recipes; Nutrient quality; Learning activities

EVALUATION TOOLS: Evaluative activities with each section

87 **Nutrition comes alive, Level 4.** Plass, Martha L. Ithaca, NY: Cornell University. 1980.

FORMAT: kit includes workbook, teacher's guide, etc

FNIC NO.: AV

English

ABSTRACT: Fourth graders discover that food has energy value and that body weight depends on a balance between energy input and outgo, in a curriculum package which includes an energy workbook. Pupils also learn that exercise uses up energy, and therefore that lifestyles affect energy balance. Today's foods and activities are compared with traditional foods and activities of the past; learning projects emphasize how technology has changed human energy expenditure since colonial days. A teacher's guide outlines objectives and lists references and resources. Activity sheets present concepts which promote other subject areas in the fourth grade curriculum.

DESCRIPTORS: Instructional media; Nutrition education; Curriculum guides; Energy balance; Energy expenditure; Food energy; Exercise (Physiology); Learning activities; Teaching guides

68 **Nutrition comes alive, level 5.** Plass, Martha L. Ithaca, NY; Cornell University. 1980.

FORMAT: kit includes teacher's guide and other activities

FNIC NO.: AV

English

ABSTRACT: Fifth graders examine the physiological needs of the human body for the nutrients in foods, in a curriculum package for nutrition education. Cultural, social and psychological influences which determine the individual's eating habits and may lead to overnutrition or undernutrition, are explored. Three main sections include; Science Activity Cards; Math Nutrition Problems; and International Nutrient Connections. Supplements include a key nutrients chart, a food composition table and nutrient requirement charts. Learning activities and recipes help students to identify and discover ethnic foods from other cultures. Dialysis tubing for use in experiments relating nutrient transport across cell membranes is included.

DESCRIPTORS: Instructional media; Nutrition education; Nutrient requirements; Curriculum guides; Food habits; International foods; Nutrient sources; Food composition tables; Learning activities

EVALUATION TOOLS: Evaluative activities

69 **Nutrition comes alive, level 6.** Farrell, Tracy. Ithaca, NY; Cornell University. 1980.

FORMAT: kit includes 48 slides, cassette, script, poster

FNIC NO.: AV

English

ABSTRACT: In a curriculum package exploring food waste, sixth graders examine the use and misuse of food by individuals, families and communities in the US. Facts about the private and public costs of landfill and energy consumed in the storage, collection, processing, transportation and disposal of garbage are discussed. Activities encourage students to investigate the environmental consequences of American food waste and implications for world hunger. Pupils look at the amount of food thrown away by school food service and explore ways to reduce their own wastage by changing food habits, recycling food packaging and making more efficient use of food by considering their food needs. Topics include "Trash Tells A Tale" (slide/tape presentation), "Industrial Food Waste" and "Garbage Takes Over." Activity sheets introduce students to a nutrient mobile, a mini-landfill, returnables, and a stale bread experiment.

DESCRIPTORS: Instructional media; Curriculum guides; Food waste; Garbage; Waste disposal; Food preparation waste; Plate waste; Energy expenditure; Recycling; Learning activities

EVALUATION TOOLS: Evaluative activities

70 **Nutrition education teaching guide for middle school science teachers, or, the absolutely last word in nutrition education handbook.** Leonardtown: St. Marys County Public Schools. 1982.

FORMAT: 120 page booklet

FNIC NO.: E-3946

ED. LEVEL: Grade 7

English

ABSTRACT: Developed by teachers, food service personnel and the NET facilitator the teaching guide outlines activities designed to meet Project Basic and health education nutrition objectives for 6th and 7th grade science. The first of six sections contains suggested activites (films, worksheets, games, projects) fulfilling each of the eight objectives listed. The remaining sections are supplemental appendices providing background information, annotated lists of resources and student handouts, worksheets and lessons to be used in conjunction with activities in the guide.

DESCRIPTORS: Instructional materials; Teaching guides; Nutrition education; Science curriculum; Class activities; Classroom games

71 **Nutrition for the future. Teacher's handbook. (Working copy).** St. Paul; Minnesota Dept. of Education. 1980.

FORMAT: Unnumbered pages

FNIC NO.: E-3931

ED. LEVEL: Grade 5, Grade 6

English

ABSTRACT: Over fifty teacher-developed interdisciplinary lesson plans integrate nutrition education into health, science, language arts and social studies. One or more sessions lasting 15-50 minutes, are designed for each lesson plan. Suggested activities meet stated instructional outcomes and explore the following concept areas: food groups, cultural foods, consumerism, and nutrients.

DESCRIPTORS: Instructional materials; Teacher developed materials; Nutrition education; Integrated curriculum; Nutrient sources; Nutrient functions; Cultural factors; Consumer education

72 **Nutrition level four.** Towson, Maryland; Baltimore County Public Schools. 1981.

FORMAT: Teacher's edition and student reader

FNIC NO.: E-4087

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, Maryland 21204.

COST: $15.00 (including 1 student reader)

English

ABSTRACT: A supplementary fourth level reading unit consists of a poem introducing the concept of nutrition, two stories encouraging good nutrition habits and a teacher's edition. The first story reviews food groups, balanced diet and the importance of a nutritious breakfast; the second story emphasized the need for a nutritious lunch and encourages awareness of foods from other cultures. Discussion questions and reading/language activities which follow each story may include food service personnel and parents.

DESCRIPTORS: Instructional materials; Reading material; Reading skills; Nutrition education; Breakfast; Food habits; Cultural factors

EVALUATION TOOLS: Pre/posttest

73 **Nutrition super stars.**
Phoenix; Arizona Department of Education. 1981.

FORMAT: 1 book (loose-leaf), spirit masters

FNIC NO.: AV

SOURCE: Arizona Dept. of Education, Food and Nutrition Division, 1535 West Jefferson, Phoenix, AZ 85007

ED. LEVEL: Grade 6

English

ABSTRACT: A curriculum guide to nutrition and physical fitness education for 5th and 6th grades advocates a team approach in which teachers, school food service staff, school nurses, and parents can influence the food and health choices of children. Diet and physical exercise are seen as directly affecting health, learning ability, and achievement. Lessons consider the nutritional value of foods, the relationship of food nutrition, and physical fitness to growth and health and the development of good food and exercise habits. Concepts, objectives, and instructional aids are given for each of five lessons: "Everybody's a Star" (Body Composition); "Creating a Star" (How Food Becomes You); "Shaping a Star" (How Genetics and Lifestyle Affect Health Status); "Making a Super Star" (Health- How to Make it Happen); and "Fueling a Super Star" (Helping Yourself to Good Health). The five lessons contain 20 lesson plans.

DESCRIPTORS: Instructional materials; Curriculum guides; Food habits; Nutrition concepts; Health; Physical fitness; Diet improvement

EVALUATION TOOLS: Pre/post tests

74 **Project happy plates.**
Stoneham; Stoneham Public Schools. n.d..

FORMAT: booklet, unnumbered pages

FNIC NO.: E-4119

English

ABSTRACT: Classroom activities for third graders promote fruit and vegetable consumption, explore the senses of taste and smell, and analyze TV food advertising. Brief procedures, activity sheets, recipes and a puppet show script are included.

DESCRIPTORS: Instructional materials; Classroom materials; Learning activities; Nutrition education; Food habits

78 **Snack adventures.** Smith, Susan; Treb, Susan; Wolfe, Barbara. Chippewa Falls, WI: Cooperative Education Service Agency 6. n.d..

FORMAT: 125 pages, spiral-bound

FNIC NO.: E-3644

English

ABSTRACT: Hands-on experiences teach basic concepts in nutrition education via snack preparation. Learning activities related to snack preparation aid in the development of general life skills, vocabulary, language, cognitive skills, art, and music. Activities are designed for use with children functioning developmentally between the ages of 3 and 7. There are 10 curriculum units, each divided into 5 components: an introductory page summarizing activities, a recipe page, directions for learning experiences, and resources appropriate to the lesson. Take home letters for parents inform them of their child's nutrition education activities, provide supplemental information, and suggest home activities. A resource section lists books and materials for teachers and children.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition education; Learning activities; Food groups; Snack foods; Recipes

78 **Sugar apples are apples too.** Moolenaar, Ruth; Browne, Marva Sprauve; Williams, Helen C. Charlotte Amalie, VI; Department of Education. 1973.

FORMAT: 59 pages, spiral bound

FNIC NO.: E-4111

SOURCE: Ermin Olive, Nutrition Education Specialist, Government of the Virgin Islands, Department of Education, Charlotte Amalie, St. Thomas, VI 00801

COST: Free (one copy per NET Coordinator)

ED. LEVEL: Grade 3, Grade 4

English

ABSTRACT: The publication is designed to familiarize second to fourth grade students with fruits indigenous to the Virgin Islands by making them aware of their appearance, local names and nutritional values. Black and white drawings are accompanied by descriptions of the color, flavor and texture. One or more activities are suggested and traditional recipes are offered for many of the fruits. Also included are lyrics for two songs, a partial listing of seasonal food availability and sources of practical learning experiences.

DESCRIPTORS: Instructional materials; Food knowledge; Tropical fruits; Recipes

77 **Task cards: Vegetables with good munch program.** Durham; Nutrition at work-University of New Hampshire. 1981.

FORMAT: 22 activity direction sheets

FNIC NO.: AV

SOURCE: Nutrition at Work, University of New Hampshire, Barton Hall, Durham, NH 03824

COST: $3.50

ED. LEVEL: Grade 4

English

ABSTRACT: Twenty-two task cards, part of the "Vegetables with Good Munch" program, provide learning activities integrating food and nutrition information into subject matter areas. Arts, crafts, experiments and just plain fun activities, such as vegetable printing; garden planning, sprout culture and foreign food research, for individuals, small groups or classes are included.

DESCRIPTORS: Instructional materials; Learning activities; Nutrition education; Vegetables; Classroom materials

78 **The ABC's of nutrition education; a learning system for 4-6 introduces the incredible hulk.** Davis, Susan; Watt, Susan; Bassler, Eunice. Manhattan, KS; Kansas State University-Department of Foods and Nutrition. 1982.

FORMAT: various paging, spiral bound

FNIC NO.: E-3991

ED. LEVEL: Grade 5, Grade 6

English

ABSTRACT: Lesson plan ideas and a teacher's self-instruction unit comprise a learning system for grades 4-6. The system is based on concepts concerning the benefits of fiber and nutrient density of foods in regard to nutrient requirements and food choices. Six units (fruit, vegetable, legumes and nuts, grains, animal products, summary) suggest activities which may be integrated into current curriculum areas and conducted in groups of varying sizes as well as activities to do at home. Student activity sheets are included. The teacher's self-instruction unit consists of separate units of study in one subject area. One or more summary paragraphs are followed by questions designed to reinforce information provided.

DESCRIPTORS: Instructional materials; Teacher education; Classroom materials

EVALUATION TOOLS: Pre/post test in teacher's self instruction unit

78 **The great American eating machine: You.** Trenton; New Jersey Dept. of Education, Division of School Programs. 1980.

FORMAT: 1/2" VHS videotape, teachers guide

FNIC NO.: AV

SOURCE: New Jersey Network, 1018 Whitehead Road Extension, Trenton, NJ 08625

COST: $200 each 15 min. lesson; $400 for adult program, (single copies of teacher's guide free only to NET state coordinators)

English

ABSTRACT: A videotape with four 15-minute color programs for primary school students, is accompanied by a teacher's guide and a promotional brochure. Program 1 introduces the concept that food eaten has a relationship to energy level, growth and the sense of well being. The second program explores the origins, transport, processing and storage of plant and animal foods. Old Mother Hubbard describes the major nutrients and their functions on Program 3, while Program 4, using a carnival as a backdrop, lets children demonstrate that food choices can be fun, delicious and provide a balanced diet. Children interact with a narrator throughout the tapes; content is reinforced through songs, riddles and games. The teacher's guide describes the content and purpose of each tape and provides discussion questions and activities. The promotional booklet describes the purpose, format and source of the series.

DESCRIPTORS: Instructional media; Instructional materials; Nutrient functions; Nutrient sources

80 **The vegetable land coloring book and the adventures of Spunky. (Please Pass the Nutrition series).** San Jose; San Jose Unified School District. 1980.

FORMAT: 7 pages

FNIC NO.: AV

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, CA 95126

English

ABSTRACT: Black and white drawings feature Spunky, a squirrel, wandering through the forest looking for nuts. He encounters a garden full of broccoli, mushrooms, celery, beans, cauliflower and peas. He tastes and enjoys them while learning their importance to his health.

DESCRIPTORS: Instructional materials; Nutrition education; Coloring books; Vegetables

81 **Vegetables with good munch program.** Durham; Nutrition at Work, Univ. of New Hampshire. n.d..

FORMAT: folio with multiple single pages

SOURCE: Nutrition at Work, Barton Hall, University of New Hampshire, Durham, NH 03824

COST: $30.00

ED. LEVEL: Grade 4

English

ABSTRACT: As part of a program designed to teach nutrition principles and to increase the use and acceptance of vegetables by students, the teaching materials packet includes: 5 activity sheet dittos for various grade levels; a song lyric ditto and activity sheet ("Junk Food Junkie"); a five letter series to parents introducing the program, discussing each vegetable topic and providing recipes; a vegetable survey to determine the degree of like or dislike of 21 vegetables; and a list of five suggested books and related follow-up activities. Four teaching stations one for each vegetable emphasis area) provide additional learning activities which may be used with individuals or small groups and limited teacher assistance.

DESCRIPTORS: Instructional materials; Nutrition education; Classroom materials; Learning activities; Vegetables

82 **1980 Massachusetts assessment of nutrition knowledge/attitudes. Technical report.** Boston; Massachusetts Department of Education. 1980.

FORMAT: 138 pages, spiral bound

FNIC NO.: E-4033

ED. LEVEL: Grade 12

English

ABSTRACT: The results of the 1979--1980 assessment of nutrition knowledge and attitudes of students in grades 6 and 12 are given. Chapters 2 through 4 summarize the design and methodology of the Nutrition Assessment. Remaining chapters (5-7) present questionnaire and achievement results for both grade levels. Copies of test instruments and computer results appear in appendices.

DESCRIPTORS: Needs assessment; Nutrition knowledge; Attitudes

Elementary Grades (K-6)

83 **A vegetable mobile.** Durham; University of New Hampshire. 1981.

FORMAT: 6 part mobile & directions, in unbound booklet

FNIC NO.: AV

SOURCE: Nutrition at Work, Barton Hall, University of New Hampshire, Durham, NH 03824

COST: $1.50

English

ABSTRACT: A black and white, three dimensional mobile for classroom or cafeteria decoration may be colored and assembled by students. Mobile parts encourage daily intake of vegetables and identify flower, stem, fruit, root and leaf vegetables.

DESCRIPTORS: Instructional media; Visual aids; Vegetables

84 **Adventures of Vita-Boy (Junk food).** Richmond; Dept. of Education, Commonwealth of Virginia.

FORMAT: videotape

FNIC NO.: AV

English

ABSTRACT: A 15-minute puppet show depicts a school lunchroom scene highlighting the children's preferences for junk food and the waste of nutritious foods. Vita Boy helps the discarded nutritious foods battle the junk foods into the trash can. He then asks the audience to cast a spell wishing that the children will prefer more nutritious lunches. The children enjoy their nutritious foods and plate waste is reduced.

DESCRIPTORS: Instructional media; Nutrition education; Food preferences; Plate waste

85 **Adventures of Vita-Boy.** Richmond, VA; Dept. of Education, Commonwealth of Virginia. n.d..

FORMAT: videotape

FNIC NO.: AV

English

ABSTRACT: A 15-minute color videotape program features Wappadoodle puppets, Olivia and Vincent, as elementary school children. Olivia complains of being tired and hungry after not eating her vegetables at lunch. Vita Boy (Vincent) appears in Olivia's after school dream bringing his vegetable puppet friends who teach the importance and function of vitamins through rhymes. Olivia awakens with a new attitude and willingness to try vegetables. One month later Olivia notices improvements in her energy level and weight control and likes herself better. Vita Boy adds the epilogue reminding that vegetables are important but that learning to eat them was not easy and took perseverance.

DESCRIPTORS: Instructional media; Nutrition education; Vegetables; Nutrient requirements

86 **All aboard the nutri-train.** Richmond; Dept. of Education, Commonwealth of Virginia.

FORMAT: videotape

FNIC NO.: AV

English

ABSTRACT: A 30-minute color videotape program for elementary students featuring children, school food service personnel and puppets focuses on the Basic Four food groups. An analogy is drawn between the cars of a train and everyone's need for foods from all four food groups to maintain a balanced diet. Included in the program are "Build Balanced Meals" game shows, TV commercial take-offs, storytelling and music.

DESCRIPTORS: Instructional media; Nutrition education; Basic Four; Nutrition knowledge; Puppets

87 **Animal needs and care. Teachers guide.** Towson, MD; Baltimore County Public Schools. 1979.

FORMAT: 127 pages

FNIC NO.: E-4098

English

ABSTRACT: The guide provides classroom learning activities with small animals to promote children's natural curiosity, overcome fear and enhance learning about scientific process and methods. Children will use gerbils, goldfish, rabbits and reptiles to: study animal behavior; contrast human and animal nutritional needs and the value of good nutrition; use nutritional labeling; and translate experimental information into graphs and conclusions. Included are the design for 10 activities and one field trip, a sample parent letter and a resource materials list.

DESCRIPTORS: Instructional materials; Demonstrations (Animal); Nutrition education; Scientific methodology

88 **Apricots, bagels, clever cooks, and other stories about nutrition.** Stratton, Bev. Ohio; Geauga County Dept. of Education. 1982.

FORMAT: various pagings

FNIC NO.: [illegible]-3314

English

ABSTRACT: Individual lesson plans, based on 42 primary and 19 intermediate children's story books, integrate nutrition education into literature, art, science, physical education and music activities for the classroom. Each lesson plan provides a book's story summary, the nutrition concept(s) to be drawn from it, and suggested activities, categorized according to curriculum subject. The appendices contain the resource books "Snacks", "Planning a Nutritious Tasting Party," "Make It, Eat It", (abstracted in this resource guide), classroom gardening activities and a list of useful classroom cooking equipment.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum

89 **Be wise about nutrition. A guide for good nutrition habits: Part 2.** Towson; Baltimore County Public Schools. 1980.

FORMAT: 192 pages, loose-leaf

FNIC NO.: E-4097

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00

English

ABSTRACT: A guide for use in elementary schools suggests how to conduct a schoolwide motivational program which encourages children to eat and parents to provide breakfast and offers information and activities on nutrition, diet and the development of good eating habits. Materials include worksheets, morning announcements bulletin board ideas, class activity suggestions (audiovisuals, food preparation field trips), puppet shows and recipes. Local (Baltimore) and national resources for information, materials and trips are listed. A supplementary section includes additional breakfast menu ideas, recipes, classroom activities and an annotated list of food song records.

DESCRIPTORS: Instructional materials; Learning activities; Motivation; Food habits; Breakfast; Recipes

90 **Big mouth, boca grande, la grande bouche.** Cambridge; Community Art Center, Inc. n.d..

FORMAT: loose-leaf, coloring book

FNIC NO.: E-4107

English, Spanish, French

ABSTRACT: A coloring book, created by children, promotes good dental health and eating practices. Activities include quizzes, fill-in-the blanks and charts to complete. Text for most pages is in English, Spanish and French.

DESCRIPTORS: Instructional materials; Coloring books; Dental health; Nutrition concepts

91 **Chief Taga-vegetable eater.** Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Marianas Islands.

FORMAT: 14 color slides, 3 min cassette tape

FNIC NO.: AV

English

ABSTRACT: The body's need for and importance of vegetables is explained in the story of a young boy, Taga, who overcomes his dislike of vegetables to grow up as strong and healthy as his father.

DESCRIPTORS: Instructional materials; Nutrition education; Vegetables; Food habits

92 **Classroom cooks.** Rowland Heights, CA; Rowland Unified School District. n.d..

FORMAT: 63 pages, 3 ring binder

FNIC NO.: E-3848

SOURCE: Food & Nutrition Services Dept., Rowland Unified School District, 1830 Nogales St., Rowland Heights, CA 91748. Attn; R. Richard, Project Dir.

English

ABSTRACT: Sixty-two multi-national recipes for individual or small group classroom use are divided among food groups (fruits, vegetables, meat and eggs, dairy, breads and cereals), menu items (beverages, salads, soups and stews), and snack food recipes. Each hand-printed recipe uses simple language and illustrations to indicate yield, equipment, ingredients, preparation, and serving directions.

DESCRIPTORS: Instructional materials; Ethnic foods; Snacks; Recipes

93 **Creative nutrition education: An integrated approach: A recommended guide for Oklahoma elementary levels.** Stewart, Mary Jo. Oklahoma City; Oklahoma State Department of Education. 1981.

FORMAT: 427 loose-leaf pages

FNIC NO.: B-3197

English

ABSTRACT: The concepts of the Oklahoma nutrition education curriculum guide are based on those developed by the 1969 White House Conference on Food, Nutrition and Health. The scope section lists nutrition education activities designed to fulfill these concepts in 5 areas of interest: kindergarten through grade 3 and reading/language arts/art, science/math, social studies and health for grades 4-6. Each area contains specific objectives, activities and resources for each concept. Other sections provide background nutrition information, games, plays, songs, classroom food experiences, patterns, snack and party ideas, creative cafeteria suggestions, and learning center plans. The resource section lists audiovisuals, print resources, and sources of other nutrition information.

DESCRIPTORS: Instructional materials; Integrated curriculum; Audiovisual aids; Nutrition education

94 **Early childhood nutrition program.** Randell, Jill.; Olson, Christine.; Morris, Linda. Ithaca, NY; Cornell University. 1979.

FORMAT: 261 pages

FNIC NO.: E-3375

English

ABSTRACT: A guide is provided for teachers to help children develop healthful food habits through food and nutrition activities. Resource materials and experiences are presented as a basis for flexible and creative application in the classroom. Guidelines for implementing a food and nutrition program cover selection of an activity, planning, organization, equipment, and evaluation. Four activity units are suggested that incorporate knowledge about foods, food preparation, nutrition, and food habits. Additional tools are recipes, songs about food, stories, and puppet shows. A major section on resources provides information about cookbooks, food-related books, curricula, audiovisual aids, and other materials. Additional reference information is included in an appendix.

DESCRIPTORS: Instructional materials; Teaching guides; Instructional aids; Foods instruction; Basic nutrition facts; Class activities; Program planning; Recipes

EVALUATION TOOLS: Food habits observation tool

95 **Energy thru nutritive basics.** Rowland Heights, CA; Rowland Unified School District. 1979.

FORMAT: unnumbered pages in 3-ring binder

FNIC NO.: B-3318/21

SOURCE: Ruth D. Richard, Director, Food & Nutrition Services, Rowland Unified School District, 1830 Nogales Street, Rowland Heights, CA 91748

COST: $5.75ea

ED. LEVEL: Intermediate grades

English

ABSTRACT: A multidisciplinary approach to nutrition education, correlated with the food service program includes curriculum/activity guides for grades k-8, high school home economics and vocational food service classes. Lessons are designed to meet minimum proficiencies of the California Nutrition Education Program. Topic areas for all grade levels are: food choices, food related careers, consumer competencies and food handling/protection. Each lesson plan outlines the minimum proficiency level activity, the lesson content, student activity sheets for reinforcement or evaluation, learning experiences and related activities. A unit resource list suggests appropriate audiovisuals and games.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Worksheets

86 **Energy, food, and you: An interdisciplinary curriculum guide for elementary schools.** Seattle; Washington State Office of Public Instruction. 1979.

FORMAT: 367 pages

FNIC NO.: E-3511

English

ABSTRACT: An interdisciplinary curriculum guide for elementary students traces the use of nonrenewable energy sources through the American food system. Three sections of the guide discuss energy and population issues related to food choice, energy in the U.S. food system, and energy-efficient nutrition. Energy use is described in terms of increasing demands on finite resources, changes in farming, and environmental costs. Since foods that are energy-intensive may not be the most nutritious, the program shows how each person can become aware of his own relationship to energy by understanding nutrient needs, sources and functions, learn how food habits affect the environment. Learning activities include "We Need the Sun", "Energy; Take a Tour of Your School", "Where in the World Does Food Come From", and "Grandma Had No McDonalds." Activities are also listed separately by academic subject area.

DESCRIPTORS: Curriculum guides; Energy expenditure; Energy conservation; Food supply; Nutrient sources; Nutrient requirements; Food selection; World food problem; Integrated curriculum; Nutrition concepts

87 **Experience nutrition.** Red Oak, Iowa; Experience Education. 1980.

FORMAT: 11 unit/system

FNIC NO.: AV

SOURCE: Experience Eduation, 401 Reed Street, Red Oak, IA 31566

COST: 1 system $2,416 with cost reductions for quantity

English

ABSTRACT: An 11 module (kit) hands-on learning program utilizing the school foood service staff and facilities for learning opportunities provides (teacher's and foodservice personnel's) instructional guides and most materials necessary to conduct elementary level nutrition education activities. The kit suggested for grades k-3, "Making Meals at School", introduces students to the school lunch program, meal pattern requirements and fosters appreciation of school food service personnel. Kits entitled, "Breakfast", "Snacks", "Vegetables", and "Fruit" for grades k-6 provide food planning, preparation and tasting activities on each respective topic. For grades 4-6, topics include: "Food Habits" (traditions, emotions, other influences); "Food Advertising" which creates awareness of advertising techniques; "Food Safety" (food handling and additives); "Key Nutrients" (identifying nutrients, their importance and sources); "Physical Fitness", which stresses regular exercise and good nutrition; and "Great School Menus", covering the history and complexity of school meal planning.

DESCRIPTORS: Instructional media; Nutrition education; Learning activities; Food habits; Basic nutrition facts; Nutrients; Food advertising; Food safety; Menu planning; Physical fitness

EVALUATION TOOLS: None

98 **Florida nutrition education. A basic skills approach. Schoolwide activities.** Bush, Eileen K.; Timberlake, Amanda M.; Dorsey, Jodee L. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound

FNIC NO.: E-3949

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

English

ABSTRACT: A collection of 14 activities involves the entire elementary school, parents and community members in the introduction and/or reinforcement of a variety of food and nutrition skills utilizing, especially, the cafeteria and food service manager as learning resources. Activities include: studies of food and customs of 4 countries, Alaska, Hawaii and the American pioneers; gardening and nutrition fair projects; a "vegetable parade" play; a bulletin board contest; a newsletter; cookbook; and a plate waste survey.

DESCRIPTORS: Instructional materials; Nutrition education; Community involvement; Food habits; Sociocultural patterns; Gardening; Plate waste measures

99 **Food and nutrition booklist k-8.** St. Paul, MN; Minnesota Department of Education. 1982.

FORMAT: 12 page booklet

FNIC NO.: E-4021

English

ABSTRACT: An annotated bibliography of 106 supplementary resources for elementary school educators lists books in the following topic areas: nutrition and health, foods, nutrients, food production and processing, food preparation, and cultural, social and psychological aspects of food. Each entry supports a basic nutrition education concept defined in the 1969 White House Conference "Food Nutrition and Health, Final Report." Annotations relate content and style, relationship to nutrition concepts, practical suggestions for classroom use, source and cost.

DESCRIPTORS: Instructional materials; Bibliographies; Nutrition education; Resource materials

100 **Food encyclopedia.** St. Paul; Minnesota Department of Education. 1980.

FORMAT: 58 booklets, various pagings

FNIC NO.: B-3373/4

English

ABSTRACT: Fifty-eight individual booklets, printed on heavy white stock, provide descriptive, historical and nutritional information and folklore about a specific food or food group. Recipes are included in some booklets.

DESCRIPTORS: Instructional materials; Nutrition education; Food origins; Consumption patterns; Food history; Food knowledge; Food usage; Recipes

101 **Food flash cards.** San Jose: San Jose Unified School District. 1979.

FORMAT: 66 flash cards 5 1/2 x 4 1/2

FNIC NO.: AV

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, California 95126

English

ABSTRACT: Sixty-six black and white food drawings, each representing one example from the basic food groups can be used to teach and reinforce the identification and classification of foods. The accompanying instruction sheet suggests a variety of classroom uses for the cards.

DESCRIPTORS: Instructional materials; Nutrition education; Educational games; Food groups; Food classification

102 **Food for thought, a sample curriculum infusion guide for nutrition education grades K-12.** San Antonio: Education Service Center. 1979.

FORMAT: 2 volume set

FNIC NO.: B-3044/5

SOURCE: Education Service Center, Regi[illegible] 20, 1550 NE Loop 410, San Antonio, TX 78209

ED. LEVEL: Secondary grades

English

ABSTRACT: A sequential, comprehensive set of nutrition education materials is based on the seven concepts of nutrition developed at the 1969 White House Conference on Foods, Nutrition and Health. Learner outcomes, which clarify each concept, are listed for grades K-12. Forty complete units are provided and may be utilized by teachers with little or no previous training in nutrition. Each unit indicates appropriate academic subject area, concepts and outcomes fulfilled and contains teaching materials, learner activities for one or more days, student worksheets, examinations and answer keys and evaluation strategies.

DESCRIPTORS: Instructional materials; Lesson plans; Classroom materials; Worksheets

103 **Food for thought: A 23-minute classroom film about nutrition.** Pasadena, CA: William H. Cosby Jr. Filmation Associates. 1981.

FORMAT: kit including motion picture, resource guide, etc.

FNIC NO.: AV

ED. LEVEL: Grade 7, Grade 8

English

ABSTRACT: An instructional package is centered on the film featuring cartoon characters, Fat Albert and his friends, the Cosby kids. Bill Cosby introduces and concludes the film, reinforcing the main ideas, and encouraging viewers to "think before you eat." The animated portion of the film follows Fat Albert and his friends through several days of activities. Through a TV program and classroom instruction the Cosby kids learn; the relationship between nutrient intake and energy and vigor; the Basic Four food groups and some foods within each group; and the importance of having a balanced variety of foods in the diet. The resource guide provides; a teacher's film guide listing general objectives of the film and accompanying materials, a film summary, teacher preparation activities and learning activities for individuals of class groups; and 4 color posters with accompanying information sheets. The poster entitled "Balance food for Good Nutrition" identifies foods within each of the four basic food groups. "Key Nutrients for Good Nutrition" describes the function of each nutrient group. Nutritious snack foods are shown on the "Better Snacks for Good Nutrition" poster; and a variety of healthful foods (none from milk group) and 2 tennis players accentuate the relationship between "Physical Fitness and Good Nutrition."

DESCRIPTORS: Instructional materials; Nutrition education; Basic nutrition facts; Nutrients; Basic Four; Food habits; Nutrient sources; Nutrient functions

104 **Food is good.** Yakima, WA; Yakima Home Economics Assn. 1979.

FORMAT: motion picture, (10 min)

FNIC NO.: AV

English, Spanish

ABSTRACT: A musical presentation in English and Spanish accompanies cartoons depicting the varieties of human shapes, sizes, and colors, and the varieties of foods needed to maintain health and promote growth. Kim and his friends demonstrate the importance of variety in the diet, keeping hands clean, storing foods properly, and getting exercise to keep the heart healthy.

DESCRIPTORS: Instructional media; Nutrition education; Cartoons; Music; Hygiene; Nutrient requirements; Individual differences; Diet improvement; Food storage; Exercise (Physiology); Bilingual education

106 **Good nutrition programs (elementary and secondary schools).** Phoenix; Arizona Department of Education. 1981.

FORMAT: 2 60-page booklets & 2 audiotapes

SOURCE: Nutrition Education and Training Program, Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007

COST: $30.00

ED. LEVEL: Secondary grades

English

ABSTRACT: Custom length cassettes for use over the school public address system in elementary or secondary schools each contains 60 one minute announcements with an opening and closing jingle and messages designed to promote nutrition education, good health and school lunch participation. A manual accompanying each cassette provides scripts and evaluation questionnaires for students and teachers.

DESCRIPTORS: Instructional media; Nutrition education; Hygiene; Nutrient requirements; School lunch; Dietary goals

EVALUATION TOOLS: Pre/post test for students/teacher--school admin. evaluation questionnaire

108 **High feather; episode 1, Deep water test.** Albany; New York State Education Department. 1980.

FORMAT: videocassette, (28 min)

FNIC NO.: AV

ED. LEVEL: Intermediate grades

English

ABSTRACT: Positive nutrition messages encourage children and young teens to eat right in this first episode of a series exploring the experiences of 8 boys and girls at summer camp. The implications of poor food habits (Leo's fondness for sweets, Suzanne's use of megavitamins, and Tom's overweight) are examined. Basic principles of a healthy diet such as being willing to try a wide variety of foods, reducing salt intake and following a good meal plan, are introduced.

DESCRIPTORS: Instructional media; Food habits; Basic nutrition facts; Diet improvement; Interpersonal relationship; Children

107 **High feather; episode 7, Going home.** Albany; New York State Education Department. 1980.

FORMAT: videocassette (29 min)

FNIC NO.: AV

ED. LEVEL: Intermediate grades

English

ABSTRACT: The 7th of a 10 episode series explores the experiences of 8 boys and girls at summer camp focusing on Tom, a 12-year old who is overweight. Tom has already lost 8 pounds at camp, due to lots of physical exercise, improved food habits and a healthy balanced diet. When his father loses his job, Tom has to return home. At first to hide his disappointment, Tom begins to eat back the weight he has lost. His family also reinforce the poor eating habits that have made Tom overweight. But Tom remembers what he has learned about nutrition at camp and shows his family that nutritious foods can be low calorie, inexpensive and tasty. He plants a vegetable garden and demonstrates such smart shopping skills as comparison shopping and avoiding expensive meats, heavily advertised products, processed foods and convenience items.

DESCRIPTORS: Instructional media; Obesity; Weight control; Diet improvement; Food selection

108 **High feather, episode 10, food follies.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (28 min)

FNIC NO.: AV

ED. LEVEL: Intermediate grades

English

ABSTRACT: The annual show at summer camp is the vehicle through which a group of campers become aware of the needs and nutritional problems of the elderly. Members of a nearby senior citizens center get involved with the show by passing on their know-how and experience. The children, in turn, realize how inflation makes it difficult for older people to eat nutritionally adequate diets. Both old and young learn to understand and appreciate each other; the show entitled "Food Follies" is a great success.

DESCRIPTORS: Instructional media; Elderly (65 + years); Elderly nutrition; Senior centers; Music activities; Human relations

109 **High feather, episode 8, the county fair.** Albany: New York State Education Department. 1980.

FORMAT: videocassette, (28 min)

FNIC NO.: AV

ED. LEVEL: Intermediate grades

English

ABSTRACT: Boys and girls at summer camp plan to enter favorite foods in the county fair competition. Stan at first considers cooking "women's work"; he discovers, however, that cooking can be fun after a lesson from the camp's male chef. The campers' efforts are nearly unrewarded when Jeff, an irresponsible teenager with a drinking problem, forgets to hand in their entry application. Jeff realizes his selfishness has hurt others and he convinces the fair personnel to set a makeshift table for the campers. Fairgoers get to sample such nutritious dishes as arroz con pollo, berry pie made with whole wheat crust, potato and leek soup, and granola, and Leo's garden-grown lettuce wins 3rd prize in the vegetable competition.

DESCRIPTORS: Instructional media; Elementary grades; Intermediate grades; Cooking; Responsibility; Sex roles; Contests; Interpersonal relationship

110 **High feather, episode 9, saved from the pound.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (29 min)

FNIC NO.: AV

ED. LEVEL: Intermediate grades

English

ABSTRACT: Boys and girls at summer camp learn lessons in responsibility and friendship through an abandoned dog and a younger camper who both need care and attention. Through the children's efforts Scruffy finds a new home; little Eddie discovers the importance of good nutrition, hygiene and a positive self-concept through his admiration for an older boy.

DESCRIPTORS: Instructional media; Children; Responsibility; Hygiene; Nutrition concepts; Self concept

111 **I am what I eat...nutrition education in the classroom, a guide for teachers in grades K-8.** Natick, MA: Natick Public Schools. 1981.

FORMAT: 131 pages, spiral bound

FNIC NO.: C-2459

English

ABSTRACT: A curriculum guide developed to help school teachers, nurses and food service personnel integrate nutrition education into the existing curriculum and food service program. Nutrition education activities are listed according to academic subjects (language arts, mathematics, social studies, health and science, art and physical education) and suggest resources to use and persons to involve in each. Activities are grouped for K-2, grades 3-4, 5-6 and 7-8. Additional nutrition resources and suggested field trips are listed for each age group. The appendix includes lists of storybooks, student and teacher references, cookbooks, nutrition information, consumer product information, activity charts and puzzles

DESCRIPTORS: Instructional materials; Intermediate grades; Integrated curriculum; Nutrition education; Learning activities

112 **Integrated nutrition activities. Levels I-IV.** Columbus: Ohio Department of Education. n.d..

FORMAT: 4 boxes of 5" x 8" multicolored activity cards

FNIC NO.: AV

ED. LEVEL: Grade 7, Grade 8

English

ABSTRACT: A series of activity cards designed to teach nutrition concepts and basic skills in five major subject areas (language arts, science, math, health and social studies) is divided into four grade clusters, each spanning two grade levels: K-2, 3-4, 5-6, and 7-8. Cards are color-coded and list the basic skill to be attained, a nutrition objective and one or more activity ideas which fulfill both objectives. Activity suggestions include films, books, discussions, games, individual and group activities.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Basic nutrition facts; Nutrient sources; Food processing; Nutrient functions

113 **Learning about nutrition through physical education game activities.** Columbus: Ohio Department of Education. n.d..

FORMAT: 28 pages unbound (stapled) booklet

FNIC NO.: E-4046

English

ABSTRACT: The guide integrates nutrition concepts (food identification, meal planning, food origins) into activities which develop running, jumping movement and coordination skills in elementary grade students. Each activity plan specifies the playing area, number of players, supplies needed, physical education and nutrition skills reinforced by the activity and provides a written description and diagram of the activity.

DESCRIPTORS: Instructional materials; Physical education; Nutrition education; Educational games; Meal planning; Food origins

114 **Learning experiences in nutrition.** Milpitas, CA: Milpitas Unified School District. 1979.

FORMAT: 4 volumes (loose-leaf)

FNIC NO.: S-3375--S-3378

SOURCE: Milpitas Unified School District, 500 Valley Way, Milpitas, CA 95035

ED. LEVEL: Adult education, Teacher education

English

ABSTRACT: A 4 volume nutrition education package provides classroom student learning activities, supplemental experiences, staff inservice materials, and programs for parent learning and involvement. The curriculum series and the supplemental multicultural resource provide experiential nutrition education lesson plans for elementary students focusing on: the Basic Four food groups, healthy snacking, food attitudes and habits. Each lesson plan indicates the topic, activity, grade level, approximate length of session, approximate group size, performance objectives, procedural steps and suggested follow-up activities. Worksheets, answer keys and patterns are included. Additional resources include bulletin board ideas and a bibliography. The supplemental curriculum, Multicultural Experiences in Nutrition, emphasizes crops and foods of worldwide cultural groups. Lessons are organized by the same format as the curriculum series and provide food preparation and tasting activities which reinforce basic skills. The staff inservice curriculum provides one 8-hour workshop which introduces the curricula, updates teacher's basic nutrition knowledge, introduces elementary teachers to topics and experiences to be conducted in the classroom, and assesses community nutrition education materials and educational techniques. The parent education module provides 1-hour lessons for 1-40 participants based on the concepts included in the school curriculum and providing activities which parallel student learning experiences.

DESCRIPTORS: Instructional materials; Nutrition education; Curriculum guides; Parent participation; Inservice education; Cross cultural comparison

EVALUATION TOOLS: Posttests

115 **Library lunch; A specialty menu with nutrition education materials.** Dawson, Hannelore.; Marple, Sylvia. Durham; Nutrition at Work. 1981.

FORMAT: portfolio with enclosures

FNIC NO.: E-3072

COST: $2.75

English

ABSTRACT: The activity packet includes a school lunch specialty menu, recipes, individual or group task cards, classroom and cafeteria activities and supportive materials designed to encourage students to use a variety of reading materials to learn about food and nutrition. Task cards, to be used in any sequence by individuals or groups, provide activities which encourage increased food awareness, deal with attitudes about food and teach nutrition facts. Each suggests at least one fiction or non-fiction book to read and a follow-up discussion or activity.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Basic nutrition facts; Food habits; Breakfast; Food origins; Junk food

116 **Low calorie bingo (Vegetables with good munch program).** Durham; University of New Hampshire. 1979.

FORMAT: 27 color bingo cards, instruction sheets, etc.

FNIC NO.: AV

SOURCE: Nutrition At Work-Barton Hall, University of New Hampshire, Durham, NH 03824

COST: $2.00

English

ABSTRACT: Twenty-seven bingo cards, each with a different number field, help players become familiar with the caloric values of 75 nutritious snack foods. Numbers on cards (1 through 75) correspond to the caloric value of a measured amount of food. Direction sheet with suggested variations is included.

DESCRIPTORS: Instructional materials; Educational games; Nutrition education; Caloric values; Snack foods

117 **Merchandising school lunch: A nutrition approach.** Storrs, CT; University of Connecticut/Connecticut Dept. of Education. 1980.

FORMAT: kit with portfolio, handouts, posters, flash cards, stickers, etc.

FNIC NO.: AV

SOURCE: Helene Jensen, U-17, CNET Program, University of Connecticut, Storrs, CT 06268

COST: $50.00 (enough for 100 students)

English

ABSTRACT: The kit provides materials for a one month promotional campaign to increase participation in school lunch and provide basic nutrition education for students in grades 1-4. The campaign incorporates commercial tactics (publicity, games, prizes) into 4 separate week long activities. Week 1 promotes school lunch participation and the Basic Four food groups; weeks 2, 3 and 4 focus on sources and functions of calcuim, vitamin A and vitamin C respectively. A two part portfolio includes a preparation checklist and background information for the school lunch manager, background information for the teacher and parent newsletter samples.

DESCRIPTORS: Instructional materials

118 **N.E.W. rainbow of resources book.** Zalucki, Kathleen; Robbins, Genna. Northampton, MA; Hampshire Educational Collaborative. n.d..

FORMAT: 25 pages

FNIC NO.: E-4015

ED. LEVEL: Secondary grades

English

ABSTRACT: A nutrition resource guide provides an annotated list of: books and films, names and addresses of resource people in Massachusetts, resource centers, booklets and kits, posters and field trip possibilities. It is suggested as a companion to the N.E.W. Blue Book on Nutrition Activities and may be used by teachers, students, foodservice personnel and community members.

DESCRIPTORS: Resource guides; Nutrition education; Resource materials; Resource centers

118 **Nutri-train print materials.** Richmond; Virginia Department of Education. n.d,.

FORMAT: worksheets & handouts

English

ABSTRACT: Print materials designed to accompany the Nutri-Train videotape provide discussion ideas and activities, handouts and worksheets. Lesson plans suggest the sequence of activities, materials and other resources (additional films) needed, and evaluation techniques.

DESCRIPTORS: Instructional materials; Nutrition education; Basic Four; Learning activities; Worksheets

120 **Nutrition and fitness for outdoor recreation.** St. Paul, Minn.; Minnesota State Dept. of Education.

FORMAT: 124 pages, includes slides and videotapes

FNIC NO.: B-3405

SOURCE: (Microfiche)-Minnesota Information Network for Educators (MINE), Minnesota Dept. of Education, 550 Cedar St., St. Paul, MN 55101

ED. LEVEL: Secondary grades

English

ABSTRACT: Seven lesson plans and accompanying videotapes guide students in developing skills and preparing for outdoor living and integrate nutrition into physical education, science and health. Units and classroom activities culminate in a day trip of hiking at a nature center. Each lesson plan describes objectives, pre- and post telecast teaching suggestions and videotape content and provides informational handouts and activity/worksheets. Lesson topics include: wild edibles, packing a pack, hypothermia (survival skills), nutrition and fitness for outdoor recreation, firebuilding and safety instructions. Nine mounted color photographs are included which identify some edible and poisonous plants.

DESCRIPTORS: Instructional materials; Recreational activities; Nutrition education; Physical fitness; Plant sources of foods

121 **Nutrition and science, an integrated curriculum for grades K-6.** Karls, Lynette.; Voichick, S. Jane. Madison, WI; Wisconsin Department of Public Instruction. 1977.

FORMAT: 205 pages

FNIC NO.: B-2786

English

ABSTRACT: A curriculum guide provides teachers with a coordinated plan for integrating nutrition education into the elementary science curriculum. The first part of the manual reviews concepts and objectives of the science curriculum currently taught in Wisconsin elementary schools. These are divided by subject area: Earth Science, Physical Science and four topics in Life Science (Anatomy and Physiology, Botany, Ecology and Zoology). An integrated nutrition and science curriculum follows. Units suggest nutrition objectives and activities to be used whenever selected science concepts or objectives are taught. These are listed for each grade level, K-6. Appendices provide additional nutrition information and resources for teachers.

DESCRIPTORS: Instructional materials; Curriculum guides; Integrated curriculum; Science curriculum; Educational objectives; Nutrition concepts; Learning activities

122 **Nutrition can taste good: A teaching kit for using the school cafeteria to learn about food and nutrition.** Baker, Cathy Hix.; Lustre, Anne Melinda.; Carlson, Rebecca Clark. Cookeville, TN: University of Tennessee. 1980.

FORMAT: kit including 56 pg. booklet & 60 profile cards

FNIC NO.: AV

SOURCE: UT Research Corporation, 404 Andy Holt Tower, University of Tennessee Campus, Knoxville, TN 37916.

COST: $6.00/set plus shipping

English

ABSTRACT: The activities center around 60 food profile cards which graphically show the calorie content and percent US RDA for six leader nutrients (protein, calories, iron, thiamin, vitamin A and vitamin C). An accompanying booklet explains the profile cards and provides a sample letter for parents describing the use of the cards in the school cafeteria, sample nutrition education public address announcements and newspaper articles, sample posters, a pre/post test and a Waste Watcher chart for documenting plate waste.

DESCRIPTORS: Instructional materials; Nutrition education; Nutrient sources; Food composition; Graphs; Learning activities

123 **Nutrition education an integrated approach (curriculum materials).** St. Paul, MN: The Educational Cooperative Service Unit of Metropolitan Twin Cities Area. n.d..

FORMAT: 6 booklets, various pagings

FNIC NO.: E-4178-E-4183

ED. LEVEL: Secondary grades

English

ABSTRACT: Lesson plan sets for six curriculum area each contain three or more sessions. Eleven primary and nine intermediate elementary lessons focus on factors influencing personal food decision-making. High school social studies units (3) deal extensively with the effects of advertising on food choices and menu planning. A 12 lesson program for Grades 3-6 to be taught by school nurses emphasizes the contribution of proper nutrition and regular exercise to overall good health. Lessons for school food service personnel can be integrated into, and taught with teachers of care academic subjects. Junior high school home economics lesson plans (3) focus on nutrients (functions, sources), decision making and weight control; senior high lessons help students analyze nutrition information sources. Both junior and senior high school physical education lesson involve study and experimentation with physical activity and water replacement. Lesson plans based on stated learner objectives, list methods, materials needed and evaluation strategies. Activity sheet masters are included.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Integrated curriculum; Food habits; Mass media influence; Physical activities; Nutrients

EVALUATION TOOLS: Unit tests with some packets

124 **Nutrition Education and training curriculum materials.** State Board of Education-Illinois Office of Education. Springfield, IL: State Board of Education. 1979.

FORMAT: 31 pages

FNIC NO.: E-3845

ED. LEVEL: Secondary grades

English

ABSTRACT: Nutrition education resource materials are arranged by material type. Listings for audiovisuals (movies, filmstrips and videotapes), published text materials (on health/nutrition), and curriculum guides have descriptions of the target audience grade level and contents, the source, and price. Author, publisher, and price information are provided for teacher reference books, cookbooks, and nutrition education journals. Addresses for sources of free and inexpensive materials, including teacher-created materials and games, are provided.

DESCRIPTORS: Instructional materials; Resource guides; Teacher developed materials

125 **Nutrition education for school lunch managers.** Graf, Vicki. Boise: Boise Independent School District 1. 1980.

FORMAT: 96 pages

FNIC NO.: E-4010

SOURCE: State of Idaho, Department of Education, School Food Services, Len B. Jordan Office Building, Boise, ID 83720

COST: Free (single copy)

English

ABSTRACT: Lesson plans for grade levels K through 6 (designed to be taught by the school lunch manager and teacher) teach children good eating habits and how to incorporate them into their lifestyles with an emphasis on the nutritious aspects of the school lunch program. Lessons are color coded according to grade level to correspond to the Boise curriculum guide. The lessons may be used as complete experiences, as an introduction to an aspect of nutrition or as a follow-up to other instruction. Each lesson is divided into two sections; part I, for the school lunch manager, provides background information and methods for presenting the material; part II offers the teacher background and follow-up materials, handouts, worksheets and recipes. An annotated list of films appropriate to each lesson plan is included.

DESCRIPTORS: Instructional materials; Lesson plans; Food habits; Snacks; Nutrients; School lunch

126 **Nutrition education manual designed for use by principals, teachers and school food service managers.** Blacksburg, VA; Virginia Polytechnic Institute and State University. 1979.

FORMAT: 339 pages

FNIC NO.: B-2611

English

ABSTRACT: A manual to guide the teaching of nutrition education courses in schools through grade 6 provides information on the major food groups, vitamins and minerals, trace elements, and other important nutrients. Six workshop exercises are included, dealing with nutrition and health, nutrition education techniques, energy and activity patterns, food habits, food fads, and school food service management. The final section is a teaching manual based on the concepts of the White House Conference on Food, Nutrition and Health. Each lesson plan is based on one of the seven nutrition concepts, and includes behavioral objectives, learning activities, exercises, readings, reference information, and visual aids. A glossary and a list of children's books on nutrition also are included.

DESCRIPTORS: Instructional materials; Basic nutrition facts; Nutrition education; Class activities; Teaching guides; Elementary education; Preschool education; Workshops; Lesson plans; Curriculum guides

127 **Nutrition education supplement to textbooks (NEST).** Greensboro, NC; Clinton Press, Inc. 1980.

FORMAT: various paging in 3 ring binder

FNIC NO.: B-3360

SOURCE: NET Coordinator, School Foodservice Division, State Department of Public Instruction, Education Building Annex, No. 1, Raleigh, NC 27611

COST: Free (single copy to NET coordinators)

English

ABSTRACT: Nutrition education lessons and activities for grade levels K-6 comply with North Carolina's Competency Goals and Performance Indicators and help achieve the learning goals in state adopted textbooks. NEST provides reference for integrated nutrition education into the existing curriculum throughout the school year. Concepts and topics presented at each grade level provide a sequential process of nutrition education. Student objectives for each concept are provided for the cognitive, affective and psychomotor areas. Thirty-three lectures on selected nutrition topics provide summaries of the most important ideas about a nutrition topic. Learning strategies based on these concepts include stories, songs, games, and other activities which may include community resources. Involvement of school food service personnel and parents is encouraged through the learning strategies. Educational media recommended for use with each concept are listed.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Lesson plans; Learning activities

128 **Nutrition education through the arts: A series of ten plays designed to teach children aged 4-8 all about food and its's (sic) relationship to good health.** DeMauro, Karen. Providence; Rhode Island Department of Education. 1980.

FORMAT: 97 pages

FNIC NO.: E-3657

English

ABSTRACT: A series of 10 plays has been developed to teach basic nutrition concepts to children aged 4-8; the children learn good eating habits and attitudes through the positive and enjoyable medium of dramatic art. The first nine plays are scripted for 2 main characters with a supporting cast of children. The final play is in a game show format (based on 3 TV shows) with the children as contestants; it reviews the concepts and music presented in the previous plays while allowing spontaneous participation by the children.

DESCRIPTORS: Instructional materials; Dramatic play; Learning activities; Foods instruction; Nutrition concepts; Basic nutrition facts

129 **Nutrition education through the arts: Teacher materials for a series of ten plays designed to teach children aged 4-8 all about food and it's (sic) relationship to good health.** Lasswell, Anita B. Providence; Rhode Island Department of Education. 1980.

FORMAT: 64 pages

FNIC NO.: E-3667

English

ABSTRACT: Background information on 10 nutrition plays and related activities are provided for teachers of children in the 4-8 age group. A storyline is described for each play and the nutrition concepts embodied are identified. Learning activities for preschool and primary school children include cooking lessons, food identification games, vegetable growing, story writing, etc. Further resources and techniques for parent involvement are suggested. The emphasis is on using a positive and enjoyable approach to help children build good eating habits at an early age.

DESCRIPTORS: Instructional materials; Teaching guides; Dramatic play; Nutrition education; Learning activities; Foods instruction; Nutrition concepts; Basic nutrition facts

130 **Nutrition education, choose well be well curriculum guides (2 vol.-Upper elementary and primary grades).** Sacramento; California State Department of Education. 1982.

FORMAT: 2 volumes 142 p. and 104 p. softbound

FNIC NO.: B-3406/07

SOURCE: Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802

English

ABSTRACT: Nutrition education lesson plans for the Choose Well Be Well series are provided by grade level as resources for teachers' and other nutrition educators helping students obtain knowledge and skills needed to make wise food choices contributing to overall health and well being. Three types of lessons are provided: information acquisition, open ended discussion and values awareness. Each provides a detailed description of the procedure and a list of required instructional materials. Designed to help students attain California's Minimum Proficiency Levels for Nutrition Education, lessons and activity sections may be used in their entirety or selectively to blend with ongoing curriculum and student needs. Handout, worksheet and gameboard masters are included.

DESCRIPTORS: Instructional materials; Nutrition education; Curriculum guides; Learning activities; Values clarification

131 **Nutrition education: Lessons & activities.** Tallahassee, FL: Florida State University. 1980.

FORMAT: various pagings in a 3-ring binder

FNIC NO.: E-3393

English

ABSTRACT: A draft of Florida's "Basic Skills Approach" nutrition education curriculum includes learning activities designed to teach nutrition while reinforcing basic skill subject areas for grades K-6. Divided according to grade level, each unit consists of a list of resources needed for each activity (instructional aids, food items or equipment), at least five classroom activities each indicating the concept to be taught, behavioral objectives, brief background material, and procedures for activities. An additional section provides eight schoolwide projects which involve the community and parents with student nutrition education. These activities include: ethnic food tasting, gardening, a bulletin board contest, newsletter and plate waste survey.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Integrated curriculum; Learning activities; Basic nutrition facts; Nutrient requirements; Food habits

132 **Nutrition in bite size pieces...nutrition education in the K-6 classroom.** Lackey, Carolyn J.; Kolasa Kathryn M. East Lansing: Michigan State University. n.d..

FORMAT: 35 pages

FNIC NO.: E-4018

SOURCE: Kathryn Kolasa, Ph.D., RD., Associate Professor, Michigan State University, East Lansing, MI 48824

COST: $4.00

English

ABSTRACT: Nutrition education activities for grades K-6 which may be integrated into math, science, social science, communication skills and art studies are interspersed with nutrition information. Topic areas are: (1) nutrients and their functions; nutrient needs of children, (2) food groups; food choices; snacks; cultural food patterns, (3) food production and processing, (4) consumer education (labeling, unit pricing), and (5) preventive nutrition (obesity, dental disease, iron deficiency anemia). Each activity briefly lists the objectives, materials needed and the procedure.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Nutrients; Nutrient requirements; Food production; Consumer education; Preventive nutrition

133 **Nutrition in the social studies An instructional package for grades K-6.** Wapensky, Tanya. Madison; Wisconsin Department of Public Instruction, Food and Nutrition Services. 1980.

FORMAT: 185 pages

FNIC NO.: B-3366

SOURCE: Extension Bookstore, 432 North Lake Street, Madison, WI 53706

COST: $7.00

English

ABSTRACT: The curriculum guide integrates nutrition education into K-6 social studies using "Informed Food Choice" as the model and goal for the Wisconsin NET program. Eight disciplines having potential or direct influence on food choices are identified. Seven of these are related to social studies: anthropology, sociology, psychology, economics, political science, geography and history. The eighth discipline is nutrition. An overview organized according to the social studies disciplines offers guidelines by combining strands (fundamental elements which tie a discipline together) with generalizations (relationships between nutrition and social studies concepts) and objectives (specific actions which support generalizations and define the role of the student in measurable terms). Objectives are cross referenced when applicable to another discipline. Lesson plans are divided according to grade level and provide appropriate generalizations, objectives and activities. Appendices provide additional information for teachers. A compilation of supplementary materials includes worksheets (some from Dairy Council's "Food ... Your Choice" kit), recipes, parent letters and information sheets.

DESCRIPTORS: Instructional materials; Elementary grades; Social studies; Nutrition education; Lesson plans

134 **Peanut Butter and Pickles.** Ehlert, Joy; Johnson, Jody; Caughey, Carol. Eureka, CA; Humboldt County Office of Education. n.d..

FORMAT: 407 pages in 3-ring binder

FNIC NO.: B-3196

SOURCE: Jody Johnson, Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501

COST: $45.00

English

ABSTRACT: A comprehensive nutrition education program is designed for use within basic school curriculums in grades 1 through 6. The lessons are especially suitable for schools in rural areas and are divided according to 5 concept areas: food choices and their relation to optimum health; factors influencing food choices; consumer competencies; and food handling. Each lesson includes: factual information for the teacher, learning objectives, teaching procedures and resource materials needed; a food experience activity; a values awareness and clarification activity; and supplemental enrichment activities. Other materials provided are activity sheets, bulletin board ideas, games, recipes, and a parent/community involvement section providing nutrition information for parents (with reinforcing activities for both parents and children) and newsletter ideas.

DESCRIPTORS: Instructional materials; Nutrition education; Classroom materials; Lesson plans; Basic Four; Nutrients; Consumer education; Food habits; Food handling

135 **Planning a nutritious tasting party. (Draft).** Columbus; Ohio Department of Education. n.d..

FORMAT: 5 page booklet, stapled

FNIC NO.: E-4045

English

ABSTRACT: Explaining why snacks are important for children, this pamphlet briefly describes what types of food experiences would integrate nutrition education into language arts, math, health, science and social studies; suggests pre- and post-party activities, methods of presenting foods for tasting and party themes.

DESCRIPTORS: Instructional materials; Taste panels; Snacks; Food habits; Vegetables; Learning activities

136 **Project N.E.T., nutrition education tactics.** San Diego; San Diego City Schools. n.d..

FORMAT: video recording

FNIC NO.: AV

ED. LEVEL: Teacher education

English

ABSTRACT: A 12-minute videotape discribes the pilot project, Nutrition Education Tactics, in the San Diego Unified School District. Improvement of the Type A lunch and cafeteria environment and implementation of the 4 components are the major goals of the project. Providing nutrition education to teachers and food service personnel through inservice education programs is the first of 4 components. Information and strategies for sharing knowledge are provided to complete the second component, nutrition education for all parents. The third goal, nutrition education for all students, is accomplished through interdisciplinary activities integrating nutrition into math, science, art, social studies and language arts. Pre/post tests and plate waste studies are used to measure achievement and behavior change. The first 3 components are achieved through the use of the 5 concept areas of the California Health Instruction Framework. The 5 concept areas make up the 4th component interdisciplinary materials for teachers' use. Activity kits also are available to supplement the curriculum.

DESCRIPTORS: Instructional media; Nutrition Education and Training Program

137 **Project snap.** Provincetown, MA: Provincetown Elementary Schools. n.d..

FORMAT: unnumbered pages, spiral bound

FNIC NO.: B-3361

English

ABSTRACT: A curriculum guide for grades K-6 integrates nutrition education into existing science, health, math, reading, art and social studies curricula in the classroom in conjunction with a family style lunch program. The five areas of focus are: food classification, food origins, effect of diet, dietary concerns and eating behavior. Sample lessons, with hands-on activities aid in development of appropriate skills/concepts designated by Piaget's Stages of Development. Each lesson plan lists the concept to be taught, behavioral outcome, materials needed, procedure extension activities and additional resources. Supplemental materials include food and culture activities, an annotated bibliography of books, audiovisuals, curriculum and teacher's guides, organizations providing nutrition publications, recipes and an overview of Piagetian theory.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Developmental stages; Food classification; Food origins; Food habits; Recipes

138 **Project V.Y.N.E. series: Exploring the senses; Good manners in the lunchroom; Foods in the Early Days; Breakfast your way to a better day; Outdoor cooking; Bread the staff of life; and Resource manual.** St. Paul, Minn.: Minnesota State Department of Education. 1980.

FORMAT: 6 multi-page units.

FNIC NO.: B-3357

English

ABSTRACT: A set of six units, supplementary to the "Working Together for Nutrition Education" curriculum, is to be taught by the teacher with volunteer assistance. Each unit is designed for a specific grade level and includes at least four lesson plans with activities planned to meet stated objectives. Step-by-step directions are given for each activity. Unit topics include: Exploring the Senses, Good Manners in the Lunchroom, Foods in the Early (American) Days, Breakfast, Outdoor Cooking and Bread. A resource guide lists a variety of supplemental materials according to topic area and lists films indicating the appropriate grade level, length and content.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Senses; Sensory appraisal; Habits; Food history; Breakfast; Outdoor cooking; Breads; Volunteers

139 **Reading, writing & smoked salmon: An Alaskan nutrition curriculum guide.** Juneau; South East Regional Resource Center. 1981.

FORMAT: 2 spiral bound volumes

FNIC NO.: E-4117/4118

SOURCE: South East Regional Resource Center, 538 Willoughby Ave., Juneau, AK 99801

English

ABSTRACT: A two volume set (grade 1-3 and grade 4-6) of nutrition education curriculum guides provides a general overview of nutrition information (nutrient glossary, special considerations for teaching nutrition in Alaska, Basic Four) for teachers, classroom learning activities, resource lists (organizations, audiovisual and print material available within the state) and an Alaskan Dietetic Association directory. Classroom learning activities are divided into five conceptual areas including: Kinds of Foods, Food Groups and Nutrients, Nutrition and Health; Food People Eat and Food Safety and Handling are comprised of a set of learning objectives arranged according to increasing levels of specificity. Each learning objective is fulfilled through suggested supporting or reinforcing activities; audiovisuals, print materials and community resources; and content--a brief informational survey of background information for the teacher.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition education; Nutrient sources; Basic Four; Food habits; Food safety

140 **Regional nutrition writing contest, 1980 winners: Central Western Nutrition Education and Training Program.** Mt. Morris, NY: Livingston-Steuben-Wyoming BOCES. n.d..

FORMAT: unnumbered pages, spiral bound

FNIC NO.: E-4034

English

ABSTRACT: A collection of winning entries in the Regional Nutrition Writing Contest includes poems, stories, short essays and a cartoon. All are nutrition-related and were written by children aged 9-10 from New York schools.

DESCRIPTORS: Instructional materials; Student developed materials; Nutrition

141 **Speciality menus with nutrition education materials.** Dawson, Hannelore. Durham, NH; Nutrition at Work, University of New Hampshire. 1982.

FORMAT: 4 portfolio with enclosures

FNIC NO.: E-3975; E-3971; E-3974; E-3970; E-3969

English

ABSTRACT: Separate packets encourage and provide materials and guidelines for preparation of a specialty menu in the elementary school around themes of: Hollywood Creature Feature, Mexico, American Heritage-Narragansett Indian, Chinese cuisine and Sports. Plans are designed to unite school staff, parents and students in a nutrition education effort which would: offer a nutritious meal, create an atmosphere conducive to enjoyment of food, present useful nutrition information to the children, and involve and educate parents. Each packet includes seven task cards--individual or group activities designed to teach nutrition facts, menu suggestions, recipes, production and decorating suggestions, a parent letter and a resource list.

DESCRIPTORS: Instructional materials; Nutrition education; Meal planning

142 **Strong teeth.** Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Marianas Islands.

FORMAT: 6 min cassette tape; 15 color slides

English

ABSTRACT: Through a six minute slide cassette tape program, a young girl relates her experiences while visiting the dentist: having her teeth checked, learning the purpose of brushing teeth (how and when to do it), the importance of caring for baby teeth and the reasons why fresh fruits and vegetables should be included in the diet.

DESCRIPTORS: Instructional materials; Nutrition education; Dental health

143 **Take a nutrition break! Lessons and activities for every curriculum. Elementary.** Longmont, CO; Northern Colorado Educational Board of Cooperative Services. 1980.

FORMAT: 85 pages, paperback

FNIC NO.: E-3884

English

ABSTRACT: Nine lessons (one for each month, September through May) are designed to teach children to make wise food choices through knowledge of nutrient requirements, sources and functions and how food production and handling affect the final nutrient content. Some topics are seasonally appropriate (i.e., dental health in October, eggs in April); other topics include the Basic Four food groups, snacks, and breakfast. Activities for each lesson fulfill stated behavioral objectives and are divided into grade levels K-2, 3-4 and 5-6. Student handout/worksheet masters and answer keys are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Basic Four; Dental health; Snacks; Eggs; Breakfast

144 **Target nutrition: nutrition education activity guide.** Croce, Angela Lattuca. San Diego: San Diego City Schools. 1980.

FORMAT: Various paging. 3 modules in 1 volume

FNIC NO.: S-3399

English, Spanish

ABSTRACT: Activity guides in English and Spanish provide ideas for reinforcement of nutrition knowledge, identification of attitudes about food and improving eating habits. Lesson plans for pre K-K, grades 1-3, and 4-6 are based on the guidelines of the Health Instruction Framework for California Public Schools. Topic areas are: food choices, factors influencing choices, food related careers, consumer competencies, and food handling. Lessons may be incorporated into math, language, social studies, science, art and reading where appropriate. Each lesson lists a desired proficiency and behavioral objective, content, learning experiences and materials needed. Optional food experiences are provided to reinforce concepts taught. Student activity sheets and recipes are included.

DESCRIPTORS: Instructional materials; Nutrition education; Nutrition knowledge; Food habits; Lesson plans

EVALUATION TOOLS: Pre and post test (not included--available from CA State Dept. of Educ.)

145 **Teachers, cooks and children; Road to good nutrition. Curriculum guides (K through 6).** Coon Rapids, MN: Anoka-Hennepin Independent School District 11. 1980.

FORMAT: 7 guides, various pagings

FNIC NO.: E-3997-E-4003

English

ABSTRACT: Curriculum guides for each grade level (K through 6) provide food related activites to be conducted through cooperative efforts of the teaching and school food service staff. To improve the nutritional status of students the lessons focus on development of decision-making skills for informed food choice. Emphasis is placed on the Basic Four food groups, the role of each in specific body functions, and the need for a variety of foods from each food group for optimal health. For each concept within a grade level, at least two activities are suggested. Activity procedures are briefly outlined and required materials listed. Worksheet and handout masters and recipes are provided. Curriculum content includes food classification, preparation processes, relationships of food to culture, evalution of food advertising, nutrient functions and nutrient sources

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities; Basic Four; Nutrient requirements; Nutrient sources; Nutrient functions; Cultural factors; Food advertising

146 **Tennessee educates for nutrition now; an instructional plan for kindergarten through grade 6.** Miller, Sandra. Knoxville; Tennessee Dept. of Education. 1981.

FORMAT: 289 pages

FNIC NO.: B-3362

SOURCE: Cooperative Food Education Program, 2616 Westwood Drive., Nashville, TN 37204

English

ABSTRACT: A framework of goals, objectives and topics for nutrition education in grades K-12 was developed according to the specific needs of Tennessee children. Objectives for grades K-6 are organized around the following themes: K-1--exploration to increase acceptance and enjoyment of food; grades 2-3--differentiation of basic concepts relevant to food and nutrition, and for grades 4-6--sociocultural aspects of food and nutrition. The instructional guide is divided into sections by grade level. Each section contains goals and objectives, basic subject designations, content and generalizations, vocabulary lists, teacher information, activities, resources and assessment procedures. A glossary and resource guide also are provided.

DESCRIPTORS: Instructional media; Nutrition education; Lesson plans; Integrated curriculum; Learning activities

EVALUATION TOOLS: Teacher resource evaluation questionnaire; student nutrition questions

147 **The heart connection: A specialty menu with nutrition education materials.** Dawson, Hannelore.; Marple, Sylvia. Durham; Nutrition at Work. 1981.

FORMAT: portfolio with enclosures

FNIC NO.: E-3973

COST: $2.75

English

ABSTRACT: The activity packet, is designed to stimulate interest and total school involvement, in a program showing the connection between a healthy heart, diet and physical activity based on the National Dietary Goals. Included is a specialty menu (reduced fat, calories, and salt; increased fiber), quantity recipes for preparation, decorating suggestions, seven task cards, classroom activity ideas, a parent letter (describing the child's participation and objectives of the program) and a brief resource list. Task cards may be used at several grade levels by individuals or groups and consist of projects such as an aerobic exercise contract, evaluating the type and amount of fat in the diet, label reading for sodium and carbohydrate content and adapting the present diet to conform to the Dietary Goals.

DESCRIPTORS: Instructional materials; Low calorie foods; Sodium-restricted diets; Physical activities; Menu planning

148 **The POKIS program--prevent obesity, keep in shape.** West Lafayette: Purdue Research Foundation, Purdue University. 1981.

FORMAT: various paging in a 3 ring binder

FNIC NO.: B-3333

SOURCE: Purdue Research Foundation, 221 Terminal Building, West Lafayette, IN 47907

English

ABSTRACT: The POKIS (Prevent Obesity Keep In Shape) program for elementary students encompasses two disciplines, nutrition education and exercise. The curriculum contains three units to fulfill these disciplines: (1) assessing fitness, (in which children learn about physical measurements and what they mean), (2) finding fitness, (in which methods and concepts for developing adequate exercise and good nutrition habits are explored), and (3) parent involvement through the fitness activities, parent letters and school wide activities. Units are divided into chapters which list purpose, concepts, objectives, background information for teachers, references, activities and worksheets. Parent letters provide information and guidance on desirable height/weight, aerobic fitness, changing habits, snacks which promote weight control and the relationship between calories and activity.

DESCRIPTORS: Instructional materials; Elementary education; Physical fitness; Weight control; Nutrition education

149 **The twins go to Nutriland.** Minneapolis; Minneapolis Public Schools. 1981.

FORMAT: 16 page booklet

FNIC NO.: E-3995

English

ABSTRACT: A storybook divided into nine episodes explains how a pair of Minnesota twins learn about nutrients and the value of good eating habits as well as the problems junk food can cause. They use their newly found knowledge to find their way to Nutriland and then home.

DESCRIPTORS: Instructional materials; Childrens books; Nutrition education

150 **To your health!: Nutrition education curriculum guide, grades K-8.** Lindsteadt Betty.; Lindsteadty, Virginia. Ukiah, California; Mendocino County Schools. 1980.

FORMAT: 1048 pages in 2 volumes

FNIC NO.: B-3322/23

ED. LEVEL: Grade 7, Grade 8

English

ABSTRACT: A curriculum guide for kindergarten through 8th grade provides lesson plans which support performance levels outlined in the Minimum Proficiency Levels for Nutrition Education in California Schools and help students develop knowledge and skills to make wise food choices. Lesson plans, grouped by grade level, fulfill the 5 required nutrition topic areas (food choices, factors influencing food choices, food related careers, consumer competencies and food handling) and are designed for maximum integration into curriculum subject areas. Each lesson plan indicates the time required for the activities, provides brief background information and suggests individual and group learning activities which meet the stated behavioral objective. Specific evaluation and enrichment activities also are suggested. Supplementary sections include nutrition related reading enrichment activities, methods for integrating a gardening experience into curriculum areas, a parent involvement section providing workshop outlines and activities and a teacher's resource list.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Learning activities; Food habits; Consumer education; Food handling; Career education

151 **Trick or 'trition? Nutritious halloween snacks.** Sewell, NJ; Educational Improvement Center-South. n.d..

FORMAT: 34 pages

FNIC NO.: E-4050

English

ABSTRACT: In an attempt to improve the nutritional quality of Halloween goodies, the booklet provides information on: healthful snacking, the function of sugar in the process of tooth decay, nutritious Halloween handouts, recipes for seasonal treats (pumpkin pie, carrot cake, cider "brews") and craft ideas to reinforce the teaching (peanut shell finger puppets and vegetable centerpieces). A brief annotated reference guide lists sources of nutrition education activities for children.

DESCRIPTORS: Instructional materials; Snacks; Dental health; Seasonal availability of foods; Activities

152 **Using food experiences to reinforce academic objectives.** Harms, Thelma; Cryer, Deborah Reid. Raleigh; N.C. Dept of Public Instruction. 1980.

FORMAT: 108 pages

FNIC NO.: E-3793

English

ABSTRACT: Lesson plans for children in pre-kindergarten through sixth grade use classroom food experiences to enhance teaching of basic skills of Health, Reading and Language Arts, Mathematics, Science and Social Studies. Plans are grouped according to academic subjects and are divided into grade levels: preschool through kindergarten; grades 1-3; and 4-6. Each plan's format includes a behavioral objective and appropriate activities for classroom use with reference to single-portion picture-word recipes in a supplemental cookbook. These recipes are nutritionally sound and contain limited amounts of salt, sugar and fats. An annotated list of supplemental books and a sample newsletter for parents are provided.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Basic nutrition facts

153 **Welcome to Peabody's nutrition education curriculum.** Peabody, MA; Peabody Public Schools. 1981.

FORMAT: various paging, in 3 ring binder

FNIC NO.: B-3331

English

ABSTRACT: A summary of the project includes: descriptions of a breakfast program and a curriculum writing workshop, curriculum guides for grades K-6, a nutrition information booklet with activities for parents and children, and a listing of nutrition education lectures, workshops and courses offered to teachers in 1980-1981. The curriculum guide provides up to 20 lessons for each grade level which integrate nutrition objectives into existing curriculum subjects. Each lesson describes the objectives, materials needed, preparation and classroom time required, additional teaching ideas, and follow-up questions. The nutrition education focus of each grade level is as follows: kindergarten-breafast and snack foods (Food: Your Choice-Dairy Council); grade 1-dental health, nutritious snacks; grade 2-Basic Four Food Groups; grade 3-Body Care (diet and exercise); Grade 4-Food...Your Choice-Level 2; grades 5 and 6-Food...Your Choice-Level 3.

Curriculum guides; Teacher education; Nutrition education; Integrated curriculum; Lesson plans; Workshops

154 **What's wrong with Reyner.** Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Mariana Islands.

FORMAT: 3 min cassette tape, 13 color slides

English

ABSTRACT: A three minute skit by primary grade children highlights the purpose and need for an adequate breakfast.

DESCRIPTORS: Instructional materials; Nutrition education; Breakfast

185 **Who cares... what I choose to eat.** Green Bay: N.E. Wisconsin In-School Telecommunications. 1979.

FORMAT: motion picture (15 min; 16 mm)

FNIC NO.: AV

English

ABSTRACT: Each of 3 groups of 6th graders was given $25 for a grocery shopping trip to investigate what choices and decisions they would make on their own. The ensuing interviews focused on the children's reasons for the choices they made. Some of the influences cited were personal preference, parents' influence, familiarity, and that a food was usually forbidden. Taste and texture were important. Freshness and nutritiousness were also mentioned, although there seemed to be a correlation between nutrition and food dislikes in general. The students were aware of the importance of reading labels and the influences of advertising. Since 2 of the groups overspent considerably, the children concluded that greater awareness of nutrition and economics could mean making better food choices.

DESCRIPTORS: Instructional media; Elementary grades; School children (6-11 years); Elementary school students; Food selection; Food purchasing; Food attitudes; Food preferences; Decision making; Food habits

186 **Working together for nutrition education (working copy).** St. Paul; State Department of Education. 1980.

FORMAT: 188 pages, unbound

FNIC NO.: B-3341

English

ABSTRACT: The curriculum guide, developed by a team of teachers to meet the nutrition education needs of students and staff of elementary schools, incorporates resource materials from various nutrition programs into ten areas: Basic Four; food choices; nutrients; sugar, salt, fats; energy balance; food supply; food preparation; food service; labeling; and advertising. Each component area is represented in almost every grade level. The overview section lists objectives, background information and activities by topic area. Lesson plans, based on one grade level objective, are reinforced through brief background material and suggested activities which may be integrated into and supplement language arts, science, math, music, social studies, art or physical education. Vocabulary lists, time and resource needs are provided in some lessons. Appendices list additional resources and items needed to stock a nutrition food cart.

DESCRIPTORS: Instructional materials; Teacher developed materials; Nutrition education; Lesson plans

Intermediate Grades (7 & 8)

157 **A Guide to nutrition education grades 6-8.** Sanford, FL: School Board of Seminole County.

FORMAT: 32 pages

FNIC NO.: E-3930

ED. LEVEL: Grade 6

English

ABSTRACT: A curriculum guide for grades 6-8 uses an interdisciplinary approach to nutrition education involving classroom teachers, food service personnel and school nurses. It provides the basis for a comprehensive and sequential program for all three grade levels. Learning activities are grouped according to six separate concepts: food handling, nutrition, body systems, food consumption, consumer education, and nutrition and society. Within each concept are listed the student objectives, suggested learning activities, appropriate resources and evaluation activities. A resource guide is included which lists available AV materials and a brief bibliography of print materials used in the lessons.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition education; Learning activities

158 **D-man; deaf superhero fights for good nutrition. (Comic book and teacher's guide).** Miller, Nancy Q.; Donaldson, Colleen T.; von Ende, Paula L.; Chapman, Jimmie, H.; Brown, Martha J.; Farkash, S.D. Springfield; Illinois State Board of Education. n.d..

FORMAT: comic book and teacher's guide

FNIC NO.: C-2477

SOURCE: Nutrition Education and Training Project, West Central Regional Educational Service Center, 3202 North Wisconsin Avenue, Peoria, IL 61603

English

ABSTRACT: A nutrition education comic book, aimed at junior high school students features a deaf superhero figure who highlights good diet habits, shows how to correct poor eating habits, and emphasizes each person's responsibility for their own diet. A daily food guide is pictured on the last page. An accompanying teacher's guide expands the nutrition concerns addressed in the comic book. Activities are grouped according to nutritional concept areas: physiological facts, nutrients, food handling, life cycle, social/psychological aspects of food, food technology, and nutrition and its importance to society. Each activity group section lists the nutritional concept from the Illinois NET program to be addressed, objectives, subject areas into which the activities could be integrated and resources for each activity. Supplemental teaching information provides background nutritional information, a study guide, discussion questions and illustrations for signing food words. Activities may be adjusted for intermediate and senior high school age students.

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Learning activities

159 **Florida nutrition education. A basic skills approach. All together now. Schoolwide activities. Grades 7-9.** Yetter, Iris R.; Wuthrich, Zack A. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings

FNIC NO.: E-3958

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

ED. LEVEL: Grade 9

English

ABSTRACT: A set of 7 schoolwide activities for students in grades 7-9 provides special learning experiences in nutrition outside of the regular classroom environment. Using the cafeteria as a learning center, school food service personnel, teachers and students plan activities around the following lesson topics; lunch preference survey, lunch meal planning, meal of the future art activity, national origin of foods, health newsletter, food preservation methods, and a nutriton review quiz for parents and peers. Each lesson has a standard format which briefly describes the activity and its goals, educational objectives, background information and recommendations for activity implementation, resources needed, and step-by-step methods for lesson development. Two 50-question multiple choice nutrition tests are included for cognitive evaluation.

DESCRIPTORS: Instructional materials; Nutrition education; Surveys; Meal planning; Food origins; Food preservation; Food fads

EVALUATION TOOLS: 2 50-question multiple choice posttests

160 **Florida nutrition education. A basic skills approach. Language arts--a word or two about nutrition. Grades 7-9.** Watson, Nancy Z.; Wuthrich, Zack A. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound

FNIC NO.: E-3950

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

ED. LEVEL: Grade 9

English

ABSTRACT: A set of 11 activities, designed to incorporate nutrition information into the language arts curriculum, provides practice in basic skills of punctuation, capitalization, vocabulary development, dictionary use, listening and comprehension. Nutrition topic areas include popular diets, diet and acne, social and psychological aspects of food, vitamins and minerals (functions and deficiencies), food poisoning, nutritional labeling and advertising. Each lesson contains a description of skills and nutrition concepts taught, expected student outcomes, brief nutrition background information (including questions or issues for discussion), a list of materials and resources needed and a step-by-step description of how to conduct the activity. Student worksheet masters and answer keys are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; English; Reading; Vocabulary; Fad diets; Vitamins; Minerals; Food poisoning; Nutritional labeling; Advertising; Acne; Psychological aspects

161 **Florida nutrition education. A basic skills approach. Lessons and activities grades 7-9.**
Tallahassee; MID-NET Project, Florida State University. 1980.

FORMAT: various pagings

FNIC NO.: E-3948

SOURCE: Educational Products Distribution, Florida Dept. of Education, Tallahassee, FL 32301.

ED. LEVEL: Grade 9

English

ABSTRACT: A draft of lesson plans and activities for trial and testing purposes integrates nutrition education into mathematics, social studies, language arts and science for grades 7-9. At least 9 lessons are provided which reinforce basic skills and objectives in each academic subject area. Seven schoolwide activities provide special learning experiences outside of the classroom environment. Each lesson contains a description of the skills and nutrition concepts taught by the lesson, expected student outcomes, pertinent background information, a list of materials and resources needed and directions for conducting the activity. Student worksheets and answer sheets also are provided.

DESCRIPTORS: Instructional materials; Intermediate grades; Grade 9; Nutrition education; Lesson plans; Classroom materials; Worksheets

162 **Florida nutrition education. A basic skills approach. Math--counting on nutrition. Grades 7-9.**
Allen, Pamela H.; Wuthrich, Zack A. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound

FNIC NO.: E-3951

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

ED. LEVEL: Grade 9

English

ABSTRACT: A set of 8 activities is designed to incorporate nutrition information into the math curriculum reinforcing basic skills and objectives, such as addition and multiplication of two and three place digits, addition and subtraction of decimals, interpretation of bar and circle graphs, and multiplication and division of fractions. Nutrition topic areas include proteins (sources and functions), determination of caloric value through food composition, iron, caloric requirements, consumer education and recipe adjustment. Each lesson contains a description of skills and nutrition concepts taught, expected student outcomes, brief nutrition background information, a list of materials and resouces needed and a step-by-step description of how to conduct the activity.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Mathematics; Proteins; Caloric values; Iron; Consumer education; Recipes

183 **Florida nutrition education. A basic skills approach. Science--the nutrition connection. Grades 7-9.** Hill, Sheila A.; Wuthrich, Zack A. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound

FNIC NO.: E-3955

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

ED. LEVEL: Grade 9

English

ABSTRACT: A set of 10 activities is designed to reinforce nutrition concepts of the science and health curricula for students in grades 7-9. Lesson topics include energy balance, effects of the life cycle on food choices, proper food handling to prevent spoilage and food related disease, food additives, nutrient absorption, fad diets and determination of the energy value of foods. Each lesson consists of a description of the basic skills and nutrition concepts taught, expected student outcomes, brief background information for the teacher (including questions and issues for discussion), a list of materials and resources needed and a step-by-step description of how to conduct each activity. Student worksheet masters and answer keys are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Science curriculum; Health education; Energy balance; Food habits; Food handling; Additives and adulterants; Caloric values; Calorimeters

184 **Florida Nutrition education. A basic skills approach: social studies, the social study of nutrition, grades 7-9.** Perkins, Peggy G.; Wuthrich, Zack A. Tallahassee; Florida Department of Education. 1981.

FORMAT: various pagings, unbound

FNIC NO.: E-3981

SOURCE: Educational Products Distribution, Florida Department of Education, Tallahassee, FL 32301

ED. LEVEL: Grade 9

English

ABSTRACT: A set of 9 activities is designed to reinforce the nutrition related content of the 7th - 9th grade social studies curriculum. Activity topics include: world food supply contrasting lifestyles, food facts and fallacies, factors influencing decision making, advertising and its effect on consumer behavior, and cultural differences. Each activity contains: a description of basic skills and nutrition concepts taught by the lesson; background information, including questions and issues raised by the lesson; lists of materials and resources needed; and a step-by-step description of how to conduct the activity. Student handout/worksheet masters and answer keys are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Social studies; Learning activities; World food problem; Food misinformation; Life styles; Advertising; Cultural factors

185 **Food in Tennessee's prehistory and history.** Manzano, Bruce.; Terry, R. Dale. Nashville; Tennessee Department of Education. 1981.

FORMAT: 80 slides; 21 minute cassette tape

FNIC NO.: AV

SOURCE: Tennessee NET Program, Division of Instructional Support Services, State Dept. of Education, 133 Cordell Hull Building, Nashville, Tennessee 37219

ED. LEVEL: Grade 8

English

ABSTRACT: Two slide-tape modules and five lesson plans integrate food and nutrition information with instruction in Tennessee's prehistory and history. The slide-tape presentations identify food selection, gathering and preparation methods used by Indians of the Tennessee area and foods introduced by Spanish, European and African settlers. Lesson plans (including transparencies and student exercises) average 15 minutes in length and may be used independently. Topics include: a) foodways--the process from contemporary selection and production to disposal of wastes; b) reasons for and methods of cooking foods; c) role of the country store in the 1800's and early 1900's; d) regulation of the food supply and food labeling; and e) restaurant industry information.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Food history

186 **Food service multidisciplinary nutrition education program, grade 7.** Towson, MD; Baltimore County Public Schools. 1981.

FORMAT: 89 pages

FNIC NO.: E-4099

English

ABSTRACT: The handbook is designed to assist food service personnel and teachers in developing a program of nutrition education activities complementary to classroom experiences. Suggestions are offered for: conducting a guided tour of the food service, taste testing new food products for the cafeteria menu, establishing a Youth Action Council (YAC) and observing and carrying out monthly themes and appropriate schoolwide activities.

DESCRIPTORS: Instructional materials; Nutrition education; Youth Advisory Council (YAC); School food service; Student involvement

187 **High feather; episode 2, Stan's secret.** Albany; New York State Education Department. 1980.

FORMAT: Videocassette (29 min)

FNIC NO.: AV

English

ABSTRACT: An exploration of eating habits and diet improvement characterize a story from summer camp in which Stan arouses his friends' suspicions that he is a drug addict when he is seen giving himself an injection. After the friends discuss the problem with the camp nurse, and discover that Stan has diabetes, their plans for a surprise party for their counsellor become oriented to trying new low-sugar foods. They make a carrot cake, mango sherbet, etc., and learn in the process some grocery shopping techniques, label reading, and food preparation and cleanup.

DESCRIPTORS: Instructional media; Diet improvement; Diabetes mellitus; Basic nutrition facts

168 **High feather; episode 3, Swifty.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (29 min)

FNIC NO.: AV

English

ABSTRACT: The big race at summer camp is coming up, and Tom feels useless and discouraged because of his obesity problem. As his teammates are practicing, learning techniques, and discussing dietary needs for athletes, Tom usually succeeds only in getting to meals first. With a lot of help and encouragement from his friends, he starts trying to control his passion for eating. When they actually win the race because Tom refuses to quit, he realizes that he can change his habits and feel better at the same time.

DESCRIPTORS: Instructional media; Obesity; Diets for athletes; Nutrient requirements; Physical fitness; Athletics

169 **High feather; episode 4, Nose for news.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (28 min)

FNIC NO.: AV

English

ABSTRACT: Leo volunteers his friends' time to work on the camp newspaper; one of the stories in which they become involved is the running of the camp kitchen. In the process of becoming investigative reporters, they learn about planning, shopping, and budgeting by doing the weekly grocery buying in food stores and from local farmers. They learn about the importance of using nutritious foods instead of junk foods, and come up with the idea of starting a camp vegetable garden.

DESCRIPTORS: Instructional media; Food purchasing; Budgeting; Diet improvement; Gardening

170 **High feather; episode 5, Ballerina.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (28 min)

FNIC NO.: AV

English

ABSTRACT: The importance of sound nutrition for young people is illustrated when Leslie alters her life style and eating habits at camp to prepare for a dancing scholarship audition. Unfortunately, the diet choice she makes is based on her idea of the need to be thin; a low energy food intake makes her irritable with her friends and unwilling to participate in other camp activities, and it ultimately results in her collapse during the audition. Leslie realizes how important good nutrition is, but also learns that communicating with her friends, having some other activities, and enjoying diversity are important, too.

DESCRIPTORS: Instructional media; Physical activities; Diet improvement; Basic nutrition facts

171 **High feather; episode 6, Lost in the woods.** Albany; New York State Education Department. 1980.

FORMAT: videocassette (29 min)

FNIC NO.: AV

English

ABSTRACT: Preparation for a hiking expedition at summer camp includes learning the safety rules, such as staying together, using a compass, and knowing what to eat and drink in the woods. Several of the hikers ignore the rules, however, to follow a yellow-bellied sapsucker. While they are lost, they are faced with the necessity of finding something to eat and drink. The hikers are "rescued" by a cow they follow to a farm; while at the farm, the campers learn more about where their food comes from and what farm life is like.

DESCRIPTORS: Instructional media; Food sources; Wild foods; Farming

172 **Home economics. Multidisciplinary nutrition education program: grade 7.** Towson; Baltimore County Public Schools. 1981.

FORMAT: 135 pages, looseleaf

FNIC NO.: E-4101

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00

English

ABSTRACT: The home economics portion of the Multidisciplinary Nutrition Education Program provides supplementary activities to be used along with the existing nutrition and food curriculum guide. Activities included assess food attitudes, critique personal diets a encourage sound nutrition habits and as integrated into practical classroom exper in food preparation with an emphasis on breakfast patterns and snacks, the guide provides six lesson series on the following topics: nutrients, nutrient needs, factors affecting food selection, food handling and nutrition-related careers. Each lesson series contains several activity suggestions to fulfill the stated objective. Student worksheets and recipes are included.

DESCRIPTORS: Instructional materials; Home economics education; Integrated curriculum; Nutrition education; Breakfast; Snacks; Learning activities

173 **Integrated nutrition education junior high.** Springfield, IL; Illinois State Board of Education. 1981.

FORMAT: 185 p. softbound

FNIC NO.: E-3967

ED. LEVEL: Grade 9

English

ABSTRACT: Two lesson plans are provided for each month from September through May. Topics may be integrated into a variety of subjects and include: proper food handling; importance of a well balanced diet; effects of alcohol and smoking on health; conservation of resources through eating lower on the food chain; nutritional needs of pregnant teens; influence of lifestyle on food choice; nutritional labeling; and snacks. Each lesson plan lists several classroom activities and provides additional information and resources to assist in achieving the lesson objective.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Learning activities; Integrated curriculum; Food handling; Pregnant adolescents; Food habits; Snacks; Nutritional labeling; Ethanol; Smoking

174 **Integrative nutrition. Junior high. Home economics/health. (Working copy).** St. Paul; Minnesota Department of Education. 1980.

FORMAT: 5 mini-units separately paged

FNIC NO.: B-3359

ED. LEVEL: Grade 9

English

ABSTRACT: A curriculum for junior high school health and home economics courses includes five independent modules which may be integrated into existing course outlines. Each module addresses concerns of adolescents. "Nutrition/Fitness/Lifestyle" capitalizes on body image interest and explores relationships between health and nutrition; "Food Squad/Weight Awareness", physical activity and the relationship between energy intake and expenditure; "Consumer Choice ..." focuses on the students' needs to get the most for their money, making nutritious snack choices and reading nutrition labels; prenatal nutrition, breastfeeding and infant feeding are covered in "Nutrition for the Pregnant Adolescent"; and essentials of good nutrition in competitive sports and nutrition misinformation are addressed in the "Nutrition and the Athlete" module. Throughout each module, mainstream notes suggest adaptations of the lessons for those with skill problems in reading, writing, arithmetic and/or problems with concepts.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum

175 **Nutrition Super stars: 7th-8th grade curriculum kit.** Phoenix; Arizona Dept. of Education. 1982.

FORMAT: kit containing poster, training guide, etc.

FNIC NO.: AV

SOURCE: Linda Houtkooper, M.S., R.D. Home Economics Building, Room 322 University of Arizona, Tucson, AZ 87521

COST: $15.00

English

ABSTRACT: The 7th-8th grade curriculum is a sequel to the 5th-6th grade kit. Although both curriculum kits cover the same general lesson topics, the emphasis and activities are different. There are five lesson topics which are covered in 10 class plans. Photocopy masters of forty-three student worksheet handouts are included. Lessons may be taught as a part of health, science, physical education, and home economics curriculum areas and provide learning experiences in food, nutrition, physical fitness and ecology.

DESCRIPTORS: Instructional materials; Intermediate grades; Nutrition education; Physical fitness; Food safety; Ecology

EVALUATION TOOLS: Classroom teacher evaluation & nutrition fitness test for students

176 **Physical education. Multidisciplinary nutrition education program--grade 7.** Towson; Baltimore County Public Schools. 1981.

FORMAT: 129 pages, loose-leaf

FNIC NO.: E-4100

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00

English

ABSTRACT: The result of combining the disciplines of home economics, physical education, science, social studies and food service, the coordinated educational program examines the function of food in the process of living and helps students understand nutrition as a key to health and well being. Seven topic lessons and activities may be integrated into the seventh grade curriculum. Each leesson lists the objective, materials needed (worksheets, game cards, handouts and tests are included), teacher preparation, procedure and assessment methods. Topic areas are: food-related beliefs, energy needs, nutrient sources and functions, weight control, hazards of rapid weight loss, body fluids and fluid loss, and first aid for food-related illness.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Physical education; Food beliefs; Nutrient requirements; Food-related disorders

EVALUATION TOOLS: unit tests

177 **Science. Multidisciplinary nutrition education program. Grade 7.** Towson; Baltimore County Public Schools. 1981.

FORMAT: 233 pages, looseleaf

FNIC NO.: E-4101

SOURCE: Baltimore County Public Schools, Curriculum Office, Towson, MD 21204

COST: $15.00

English

ABSTRACT: The science module is a part of a coordinated educational program which combines and reinforces common concepts of home economics, physical education, science and social studies. With the goal of developing an understanding of the relationship of food selection to well being, the curriculum focuses on the structure and function of the digestive system, chemistry of nutrients and the body's use of nutrients. Twenty-three lessons are included, each identifying objectives, materials needed, procedures for experiments, teacher preparation required, enrichment activities, assessment suggestions, student handouts and worksheets.

DESCRIPTORS: Instructional materials; Science curriculum; Nutrition education; Integrated curriculum; Food habits; Digestive system; Nutrient functions; Nutrient requirements; Experiments

EVALUATION TOOLS: Pre/post test

178 **Tennessee educates for nutrition now. Nutrition education instructional plan, Grades 7-8.** Miller, Sandra W.; Skinner, Jean D.; Cunningham, Jo Lynn; Riemann, Nancy A.; Vineyard, Michelle L., Teets, Sharon T. Nashville: Tennessee Department of Education. 1982.

FORMAT: 247 pages in a 3 ring binder

ERIC NO.: E-3335

SOURCE: Tennessee State Department of Educ[illegible] Nashville, Tennessee [illegible] 9

ED. LEVEL: Grade 8, [illegible] 9

English

ABSTRACT: The manual represents Level III of the sequential framework for nutrition education in Tennessee. An instructional plan based on the specific needs of Tennessee children incorporates cognizance of their developmental levels, nutritional needs and dietary practices. The plan is divided into sections by four overall goals: (1) understanding the relationship of nutrition to health, (2) understanding the relationship between individual and environmental characteristics and food-related behavior, (3) understanding the physical and chemical properties of food, and (4) understanding the nature and means for resolution of food and nutrition related concerns. Series of topics are identified for each developmental level and sequenced to lead to the accomplishment of terminal objectives under each of the overall goals. Each lesson topic lists its own objectives, a priority rating, a summary of content, vocabulary, activites (some of which may involve other school personnel and/or parents), assessment strategies and resources needed. The resource guide lists annotated and evaluated books, films, and filmstrips.

DESCRIPTORS: Instructional materials; Nutrition education

EVALUATION TOOLS: Individual lesson assessments; educational materials evaluation tool

Secondary Grades (9-12)

178 **Be smart, eat smart.** Rawson, Rosemary. St. Paul; Nutrition Education and Training Program-Minnesota Dept. of Education. 1980.

FORMAT: 114 slides; discussion guide, 9 min cassette tape

FNIC NO.: AV

English

ABSTRACT: The slide/tape presentation directed at teenagers features teens discussing current controversies in nutrition and providing information teens need to make informed food choices. Using the USDA/DHHS Dietary Guidelines as a basis for the true/false question format (same questions as pretest), participants discuss basic nutrition (identifying calories and their functions, clarifying the function of starches and protein, reviewing types of sugars), food quality, snacks and the need for dietary variety and reliable information. The accompanying discussion guide describes the purpose and overview of the module, provides the pre-test, suggested topics for individual research projects, and individual or group activity ideas.

DESCRIPTORS: Instructional materials; Dietary goals; Food selection; Basic nutrition facts; Nutrient functions; Snacks; Nutrient sources

EVALUATION TOOLS: Pretest

180 **Breakfast blahs vs. protein power plus.** Natick, MA; Natick Public Schools. n.d..

FORMAT: 1 page folded

FNIC NO.: C-2460

English

ABSTRACT: Informative leaflet stresses the importance of consuming protein-containing breakfast foods. Nutritious alternatives to commonly used breakfast items and recipes for some of them are given.

DESCRIPTORS: Nutrition education; Breakfast; Recipes

181 **Energy, food and you: An interdisciplinary curriculum guide for secondary schools.** Seattle: State Office of Public Instruction. 1979.

FORMAT: 381 pages

FNIC NO.: E-3512

English

ABSTRACT: The concepts of conservation, environmental education and nutrition are linked using energy as a common denominator in this interdisciplinary curriculum guide for secondary students. Learning activities are organized in four sections: Global Food and Resource Needs; Basic Characteristics of Energy; Energy and the US Food System; and Energy-Efficient Nutrition. Throughout, students learn how to trace the flow of energy and use energy resources more efficiently. Energy is discussed in terms of renewable vs finite resources, food policy, food habits, modern agriculture, processed foods, calories, and essential nutrients. Sample activities include "Where Have All the Resources Gone?", "It Takes Energy to Obtain Energy", "Garbage, Its Possibilities!", and "A Guide to Food Labeling." All activites are also listed by academic subject area.

DESCRIPTORS: Energy conservation; Environmental education; Nutrition concepts; World food problem; Energy expenditure; Food supply; Integrated curriculum; Secondary grades; Agriculture; Curriculum guides

182 **Fit for life program; a commitment to fitness.** West Lafayette: Purdue Research Foundation, Purdue University. 1981.

FORMAT: 130 pages, spiral bound

FNIC NO.: E-4004

English

ABSTRACT: A curriculum for use in junior and senior high schools has two components; nutrition education and aerobic conditioning stress the importance of good eating and exercise habits, respectively. These two areas are combined to help teach students how to achieve and maintain adequate physical fitness and prevent obesity. The curriculum is designed to be taught by health, science or physical education teachers. Each chapter consists of a statement of purpose and concepts, objectives, basic background information for the teacher and activities designed to teach chapter concepts. A parental involvement unit includes an outline for a parent night and five letters about various topics related to fitness. The final unit contains materials for self help and monitoring of obese students who desire additional assistance.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition education; Physical fitness; Learning activities

183 **Focus on food: Nutrition education for Tennessee's children.** Nashville: Tennessee Department of Education. 1981.

FORMAT: Slides and audiotape

FNIC NO.: AV

English

ABSTRACT: Poor nutrition can permanently reduce the total number of brain cells and inhibit optimal development of the growing child, and that the Nutrition Education and Training (NET) program was established by Congress in 1977 to improve preschool to grade 12 nutrition education. About 50 Tennessee youth advisory councils at junior/senior high schools conducted an assessment and developed recommendations to improve school nutrition potential. Recommendations included menu changes, dining room appearance, nutrition surveys, and assisting students in learning nutritional facts. A variety of student-involved nutritional learning activites were explained, as well as school lunch and breakfast food programs.

DESCRIPTORS: Instructional media; Nutrition education; Nutrition

184 **Food for fitness. The physical education teacher's handbook.** Galandak, Diana J. New Orleans; St. Mary's Dominican College. 1981.

FORMAT: 171 pages unbound

FNIC NO.: E-3979

English

ABSTRACT: A physical education teacher's information and source guide focuses on nutrient needs and diets of adolescents. While helping the teacher learn about his/her own diet, it provides specific information for the athlete concerning: energy and protein requirements, water and electrolyte replacement, high carbohydrate diets, pre-event meals, body composition, weight control and iron deficiency anemia. The contemporary American diet and its effects on health also are discussed. Nine chapters each provide background information and ... to four problems illustrating the ... information provided. Appendices provide reference information and sources of audiovisual and print materials.

DESCRIPTORS: Instructional materials; Adolescent nutrition; Exercise (Physiology); Energy requirements; Weight control; Body composition; Nutrient requirements; Electrolytes; Food habits

EVALUATION TOOLS: Pre test

185 **Food, energy and fitness: A nutrition module for secondary schools.** Zabriskie, Susan S. Storrs, CT: Dept. of Nutritional Sciences, College of Agricultural & Natural Resources, University of Connecticut. 1981.

FORMAT: folder (containing lessons, tests,)

FNIC NO.: E-3943

SOURCE: CNETP Publications, Department of Nutritional Sciences, University of Connecticut Box U-17, Storrs, CT 06268

COST: $5.00

English

ABSTRACT: Nine (plus 2 optional) 40-minute lessons, suggested for use in health, home economics or physical education classes, use a case study approach to allow secondary school students to solve real life problems relating to fitness and weight control. The module is designed to motivate students to: examine personal values related to fitness and food; discover the effects of exercise and its contribution to physical fitness; determine the effect of overweight; evaluate nutritive quality of foods; plan morning meals; and evaluate fad diets. Other materials in the packet include a pre/posttest, information and activity sheets.

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Physical fitness;

EVALUATION TOOLS: Pre/post test (multiple choice, matching, short answer, 15 questions)

186 **Four health reports: It matters what you eat.** St. Paul; Nutrition Education and Training and Program-Minnesota Dept. of Education. 1980.

FORMAT: 134 slides, 15 min. tape, instructor's guide

FNIC NO.: AV

English

ABSTRACT: A slide tape presentation with a discussion guide features teenagers in positive, active roles making their own health-nutrition decisions. Faced with an assignment to research current health issues, each teen decides to focus on one of the following topics: weight control techniques, heart disease, vegetarian diets and nutrition for athletes. Diet techniques, discussed with a nutritionist, allow the first reporter to identify characteristics of a good weight loss plan. A student whose grandfather experienced a heart attack, discusses the heredity/diet interaction with heart disease. The vegetarian diet report defines complete, incomplete, and complementary proteins and explains eating habits and nutritional needs of vegans and lacto-ovo-vegetarians. The fourth teen, active in competitive athletics, discusses myths related to protein needs, salt replacement, pre-game meal planning and special body building foods for athletes. The discussion guide provides a pre-program exercise, overview and brief background information for the teacher, and suggested topics for individual research topics.

DESCRIPTORS: Instructional media; Nutrition education; Adolescents (12-19 years); Weight loss diets; Cardiovascular disorders; Cholesterol; Vegetarianism; Protein complementarity; Diets for athletes

EVALUATION TOOLS: Pre-viewing exercise

187 **Germs are only a swallow away.** Cheney, WA: Eastern Washington University. 1980.

FORMAT: 54 slides; script

FNIC NO.: AV

ED. LEVEL: Adult education

English

ABSTRACT: A slide presentation to be used with students when preparing them to help in the school kitchen and cafeteria emphasizes job responsibilities and important health practices. Slides feature laughing germs on countertops, food on the floor and children in the school cafeteria as the cook reminds students that preparing and serving food require very careful attention to good health practices and that all cafeteria jobs are important for maintaining a clean environment.

DESCRIPTORS: Instructional materials; Food handling; Food safety; Hygiene; Food preparation

188 **Ground to grits. Scientific concepts in nutrition/agriculture.** Cain, Peggy W. Columbia, SC: South Carolina Department of Education. 1982.

FORMAT: 228 pages, spiral bound

FNIC NO.: E-4035

ED. LEVEL: Grade 11, Grade 12

English

ABSTRACT: The activity oriented science program is designed to help high school students understand concepts concerning the relationship between science, agriculture and nutritional needs. Essential elements are traced from the soil to plants and animals to their function in the human body. Six units, each related to nutritional needs of the body, are divided into activity based lesson plans listing concepts to be taught in behavioral terms. Each lesson plan provides an overview of the activity, lists the materials needed for a class of 25-30 and provides step-by-step directions for the activities, data tables for recording results, conclusions and suggested supplementary activities.

DESCRIPTORS: Instructional materials; Nutrition education; Agricultural education; Science curriculum; Nutrient requirements; Nutrient sources; Learning activities

189 **Hunger and world challenge.**
Cheney, Winnie S.; Cook, James D.; Glowacz, Sarah Jane.; Herr, Lucrecia.; Summerhill, Georgianna B. Columbia, SC; State Dept. of Education. 1982.

FORMAT: various pagings, spiral bound

FNIC NO.: E-4112

English

ABSTRACT: A social studies curriculum for secondary students (used in conjunction with Food: Where Nutrition, Politics & Culture Meet) explores the social, political and economic factors relating to the world hunger dilemma and attempts to establish a base of knowledge needed for future decision-making. Methods of approaching problems and possibilities of future solutions are suggested to broaden the students' scope of understanding. Four units, designed to be taught over an 18 week period, address: 1) cultural food patterns and distribution of the world food supply; 2) status and reasons for world hunger; 3) the effects of environment population growth and distribution on world hunger; and 4) exploration of potential solutions. Each unit lists behavioral objectives, concepts and skills to be mastered, individual and group activities, and materials and resources needed for each activity. A simulation game, "Famine, Fate, Fortune and Food", allows students to experience some of the dynamics of the world food trade market and situations affecting world food distribution.

DESCRIPTORS: Instructional materials; Hunger; Politics; Social factors; Food policy; Food aid; Food distribution; Cultural factors; Food habits; Economic influences

190 **Integrated nutrition education senior high.**
Springfield; Illinois State Board of Education. 1981.

FORMAT: 157 pages

FNIC NO.: E-3968

ED. LEVEL: Grade 11, Grade 12

English

ABSTRACT: The Colorado NET program publication is reproduced for the Illinois State Board of Education. Lessons are appropriate for use in existing curriculum areas and each fulfulls at least three of the following Illinois NET Act concepts: physiological facts, nutrients, food handling, life cycle, social/psychological aspects of food, food technology, and nutrition and its role in society. Two lesson plans are provided for each month, September through May. Each contains a learner objective, brief background information for the teacher, and a list of suggested activities, some augmented by informative or activity stimulating worksheets. Topics include: basic nutrition concepts, prenatal nutrition, labeling, weight control, additives, sugar and drug use (alcohol, nicotine, etc.)

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education; Nutrition concepts; Prenatal nutrition; Weight control; Nutritional labeling; Drug abuse; Classroom materials; Worksheets

191 **Irving high school youth advisory council resource manual.** Irving, TX: Irving Independent School District. 1979.

FORMAT: 118 page booklet

FNIC NO.: E-4076

SOURCE: Ms. Brenda Ramirez, M.S., R.D., Assistant Director, Food & Nutrition Serv., and Nutrition Education Coordinator, Irving Independent School District, Box 2637, Irving, TX 75061

COST: $4.98

English

ABSTRACT: The Youth Advisory Council (YAC) materials provide a systematic grade level program whereby student participants and their sponsors support and encourage the use of the school food service program and improve nutrition education and eating habits of students. The organization, purpose, function and constitution of a YAC are presented. Nutrition education materials include background information on school food service, basic nutrition and weight control, food facts and fallacies. Skits, puppet shows, a song and nutrition game are included in lesson plans geared to grade levels K through 12.

DESCRIPTORS: Instructional materials; Lesson plans; Nutrition education

192 **Life-cyle nutrition needs for school-age mothers and school age parents.** Westpheling, Kathy; Vinson, Sara Jane; Groll, Lorelei. Santa Jose; Santa Clara County Health Department. 1981.

FORMAT: unnumbered pages

FNIC NO.: B-3396

ED. LEVEL: Parent education

English

ABSTRACT: The curriculum presents basic, practical lesson plans that are realistic for school age parents and school age mothers. Topic areas include: dental health, nutrition and pregnancy, breastfeeding, nutritional requirements, nutritious meal and snack planning, food needs of infants and young children, consumerism, fruit and vegetable preparation, community resources and school food service. Each class is based on a 50-minute format using audiovisuals to present principles and handouts as reinforcements. A corresponding snack is served and the recipe provided. A resources address list is provided.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition information; Pregnant women; Nutrient requirements; Breast feeding; Infant nutrition; Child nutrition; Consumer education; Food preparation, home

EVALUATION TOOLS: Weekly quizzes with answer sheets (short answer questions)

193 **Minnesota makes it for you.** St. Paul; Nutrition Education and Training Program Minnesota Dept. of Education. 1980.

FORMAT: 85 slides; 8 min tape, discussion guide

FNIC NO.: AV

SOURCE: NET Program, Capital Square Bldg, 550 Cedar Ave., St. Paul, Minn

English

ABSTRACT: A slide tape prrsentation provides an overview of Minnesota's role in world food production and the influence of agriculture and the food industry on the state's economy. Typical foods eaten by teenagers are traced from their origins in Minnesota fields, feed lots and dairy farms through processing in Minnesota--based corporations. The role of energy in food production and the food industry's response to the energy crisis are discussed. The accompanying discussion guide describes the purpose of the module, provides an overview, pretest with answer key and suggested topics for individual or group research and discussion.

DESCRIPTORS: Instructional materials; Food origins; Agribusiness; Food production; Food processing; Energy crisis

EVALUATION TOOLS: Pretest

194 **New horizons in nutrition: An issue oriented approach.** Armillay, Joy. Kingston, PA; Luzerne Intermediate Unit 18. 1980.

FORMAT: various pagings

FNIC NO.: E-3594

English

ABSTRACT: An issue-oriented approach to nutrition education for secondary grades uses 10 instructional packets to help students make intelligent eating decisions. The packets address these relevant topics in nutrition: advertising; basics of a well-balanced diet; emotional aspects of nutrition; food faddism; low carbohydrate diets; nutrition and athletics; food habits and the life cycle; social issues in nutrition; vegetarianism; and vitamin C and the common cold. The packets can be used individually or in concert, with entire classes, or for independent study. Each packet contains teaching suggestions, pre- and posttests, instructional information and a bibliography.

DESCRIPTORS: Instructional materials; Teaching guides; Lesson plans; Basic nutrition facts; Nutrition concepts; Food advertising; Food habits; Diet improvement; Influences on nutrition

EVALUATION TOOLS: Pre/post tests

195 **Nutrition and physical fitness: A review.** Naftalin, Gail M. Albany; New York State Education Department. 1980.

FORMAT: 99 pages

FNIC NO.: E-3506

English

ABSTRACT: The interrelationship between nutrition and physical fitness is the focus of an information package which provides background for school personnel who work with young athletes. Coaches, physical education and health teachers, food service workers and parents should stress the health benefits of physical activity and good nutrition. The principles of a balanced diet are especially significant to students who compete in sports; the athlete's needs for carbohydrate, fat, protein, vitamins, minerals and water are examined. Athletes should follow sensible weight gain or reduction programs which aim for appropriate proportions of lean, fat and muscle mass. Journal article reprints address the nutrition and physical fitness issues in greater depth; references and an annotated bibliography complete the package.

DESCRIPTORS: Instructional materials; Physical fitness; Physical activities; Nutrition concepts; Diets for athletes; Athletics; Nutrient requirements; Weight control; Nutrition Education and Training Program; Extension education

196 **Nutrition during pregnancy and lactation: A nutrition module for secondary schools.** Stout, Frances A. Storrs, CT; University of Connecticut, Department of Nutritional Sciences. 1981.

FORMAT: folder containing lessons, handouts

FNIC NO.: E-3975

SOURCE: CNETP Publications, Dept. of Nutritional Sciences, The University of Connecticut Box U-17, Storrs, CT 06268

COST: $5.00

English

ABSTRACT: A nutrition education module for secondary school students is designed to increase teenagers' awareness of the relationship between diet and a healthy pregnancy and to teach that breastfeeding is a natural extension of pregnancy. Ten 40-minute lessons with optional activities and evaluation instruments may be integrated into human behavior, family living, health, child development or home economics studies. Lesson topics include: effects of diet on the growth of the fetus; values clarification for pregnancy and eating habits; fetal growth and development; drugs, alcohol and smoking; nutrient needs during pregnancy; sources and functions of nutrients and breastfeeding. Supplemental materials include pre/posttests, information and activity handouts, and pamphlets on smoking, alcohol and birth defects.

DESCRIPTORS: Instructional materials; Nutrition education; Pregnancy; Breast feeding; Lesson plans; Learning activities

EVALUATION TOOLS: Pre-post tests (multiple choice, short answer)

187 **Nutrition education for school lunch managers. Secondary level.** Norris, Kay. Boise; Idaho State Department of Education. 1982.

FORMAT: 93 pages unbound

FNIC NO.: E-4110

English

ABSTRACT: Secondary classroom nutrition education lesson plans to be given by lunch managers and teachers focus on teenage interests, emphasizing good nutrition for good health and good looks, physical fitness, energy, eating trends and fast foods. Designed to encourage wise food choices and help students incorporate these positive habits into their lifestyles, each of six lessons provides information for the school lunch manager's classroom presentation and additional material for the teacher including suggestions for projects, topics for discussion and student handouts.

DESCRIPTORS: Instructional materials; Nutrition education; Food service workers; Lesson plans; Food habits; Physical fitness; Snacks; Ethnic foods; Fast foods

188 **Nutritional needs of teens.** Minns, Helen. Nashville; Tennessee State Department of Education. 1979.

FORMAT: Kit of transparencies

FNIC NO.: AV

English

ABSTRACT: A kit for use by YACs (Youth Advisory Councils) to teach other youth includes transparency masters, a script which coordinates audiovisuals with the verbal information, a pre/post quiz, a student leader guide and recipes using liver. Nutritional needs of teens is the topic of the presentation with an emphasis on calcium, iron, vitamins A, C and folacin.

DESCRIPTORS: Instructional materials; Nutrition education; Youth Advisory Council (YAC); Calcium; Iron; Vitamin A; Ascorbic acid; Folic acid

EVALUATION TOOLS: pre/post quiz

189 **Running the race for nutrition education.** Irving, TX; Irving Independent School District. 1979.

FORMAT: Filmstrip (80 frames), cassette (11 min)

FNIC NO.: AV

SOURCE: Irving Independent School District, Food and Nutrition Service, Irving, TX 77022

English

ABSTRACT: A slide/tape presentation discusses the relationship between food selection nutrition status and health and describes how Youth Advisory Councils help students develop better eating habits. Local and state level YACs, sponsored by the School Food Service Association, helps motivate fellow students, provide communication bridges among school, parents and community and originates school-based nutrition programs such as information dissemination, cafeteria decoration, food evaluation, taste testing, menu planning, presentation and food preference surveys.

DESCRIPTORS: Instructional media; Nutrition education; Youth Advisory Council (YAC); Student involvement; School food service

200 **Snacking and food choices.** Storrs, CT: University of Connecticut, Dept. of Nutritional Sciences. 1981.

FORMAT: folder containing lessons & optional activities

FNIC NO.: E-3942

SOURCE: CNETP Publications, Dept of Nutritional Sciences, University of Connecticut Box U-17, Storrs, CT 06268

COST: $5.00

English

ABSTRACT: A nutrition education module for secondary school students is designed to increase teenagers' awareness of good food sources of calcium, iron and vitamins A and C in their daily diet. Eleven 40-minute lessons with optional activities and evaluation instruments may be used in health and home economics classes. Additional materials in the packet include pre/post tests, information and activity handout sheets and the USDA/US DHHS dietary guidelines pamphlet.

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Calcium; Iron; Vitamin A; Vitamin C

EVALUATION TOOLS: Teen Pre/post test(multiple choice, short answer/teen pre/post food survey)

201 **Soup to nuts (series--numbers 1-10).** Columbia, SC: Southern Educational Communications Association Nutrition Education Consortium and Agency for Instructional Television. 1980.

FORMAT: 10-15 min 3/4 in videocassettes, & teachers guide

FNIC NO.: AV

SOURCE: Agency for Instructional Television, Box A, 1111 W. 17th St., Bloomington, IN 47401

COST: $110.00/videocassette set

English

ABSTRACT: Ten 15-minute videorecordings feature teenagers discussing and dramatizing: 1) decision-making in food selection; 2) social, cultural and psychological factors affecting eating habits; 3) using the Basic Four food groups as a meal planning guide; 4) energy balance and metabolism; 5) the importance of breakfast; 6) weight management; 7) dieting information and misinformation; 8) changes in and implications of the contemporary American diet; 9) food advertising and consumer skills; and 10) origins and consequences of food habits, with an emphasis on aging. Each incorporates the nutrition education information into a variety of presentations appealing to the concerns of high school students. A thought provoking and discussion stimulating problem appropriate to the topic is presented at the end of each unit. The teacher's guide provides a summary, pre- and post viewing activities, objectives, and discussion questions for each program. Ten student activity pages are included to stimulate thinking and initiate individual decision making.

DESCRIPTORS: Instructional media; Nutrition education; Basic nutrition facts; Weight control; Food habits; Food advertising; Consumer education; Basic Four; Food selection

702 **Sports nutrition.** Phoenix; Arizona Department of Education. 1982.

FORMAT: 224 pages in a 3-ring binder

FNIC NO.: B-3284

SOURCE: Arizona Dept. of Education, Food and Nutrition Division, 1535 West Jefferson, Phoenix, AZ 85007

COST: $10.50

English

ABSTRACT: A curriculum guide for teachers and health professionals provide nutrition information and guidelines for applying that information in athletic training programs and related classes. The instructional materials are divided into four sections: Section A Sports-Nutrition Essentials discusses body composition, sources and functions for nutrients, athletic nutritional needs and energy metabolism; section B, Fitness Assessment and Conditioning, introduces nutritional assessment, provides guidelines for conducting a fitness test, discussed aerobic training principles and provides guidelines for evaluation of personal exercise programs; section C, Nutrition and Athletic Performance provides food guides (including vegetarian) for athletes and discusses pre/post event diet management, weight control and effects of caffeine and high fiber foods; section D provides examples of nutrition/fitness assessment methods such as computer based diet analysis, skinfold measurement guidelines and nomograms for predicting body fat. The appendix provides additional classroom activities, high carbohydrate meal plans, and informational resources. The eater's guide and fitness guide posters provide condensed versions of the curriculum information.

DESCRIPTORS: Instructional materials; Nutrition education; Physical fitness; Diets for athletes; Nutritional assessment; Weight control; Skinfold measurements

EVALUATION TOOLS: Posttest

203 **Sports nutrition: Part of the winning combination.** Porcello, Lorri P.; Vivian, Virginia M. Columbus, Ohio: The CSURF, 1980.

FORMAT: kit: 4 filmstrips, 4 cassettes, teacher's guide, calipers, and posters

FNIC NO.: AV

English

ABSTRACT: The kit offers resource materials to aid coaches in providing sound sports nutrition information to secondary school athletes. Thus helping athletic performance and preventing nutrition related health disorders. Four filmstrips with cassette narration and a teacher's guide are included. The introductory filmstrip provides a comprehensive review of nutrition as it applies to the young competitor, dispelling some common misinformation and identifying basic nutrients. The remaining three audiovisual sets concentrate on specific concerns: loss and gain of body weight (appropriate rates and methods); special nutritional concerns of the female athlete (caloric and iron requirements, anorexia nervosa, sports amenorrhea, dehydration, heat stress); and pre-game meal planning (adequate food, meal timing, fluid needs, food choices). The teacher's guide provides a list of behavioral objectives, background information, activities and evaluation questions to reinforce sports nutrition concepts presented by each audiovisual set.

DESCRIPTORS: Instructional media; Diets for athletes; Food misinformation; Weight loss; Weight gain; Anorexia nervosa; Meal planning; Fluid intake; Food habits

204 **Supermarket super sleuth: A nutrition module for grades 7-12.** Ryan, Louise. Storrs, CT: Dept. of Nutritional Sciences, College of Agriculture and Natural Resources, University of Connecticut. 1981.

FORMAT: folder (containing lessons, tests, etc)

FNIC NO.: E-3944

SOURCE: CNETP Publications, Department of Nutritional Sciences, University of Connecticut Box U-17, Storrs, CT 06268

COST: $5.00

English

ABSTRACT: A module, containing six 40-minute lessons, is designed to help students become knowledgeable about: food labels, advertising and sales techniques, nutrients and nutritional claims, unit pricing and serving costs. Lessons contain a variety of learning experiences and evaluation instruments and may be integrated into family life education, health, home economics and social studies classes. Additional contents include a pre/posttest, information and activity sheets, the U.S. DHEW pamphlet, "Understanding Nutrition Labels," and an extensive resource list of printed materials and audiovisual aids.

DESCRIPTORS: Instructional materials; Secondary grades; Nutrition education; Consumer education; Nutritional labeling

EVALUATION TOOLS: Pre/post test (18 multiple choice)

205 **Take a nutrition break! Lessons and activities for every curriculum. Junior high.** Northern Colorado Educational Board of Cooperative services. Longmont; Northern Colorado Educational Board of Cooperative Services. 1980.

FORMAT: 170 pages, paperback

FNIC NO.: E-3883

English

ABSTRACT: Eighteen lessons (two per month, September-May) are designed to teach children to make wise food choices and may be integrated into a variety of basic junior high school classes. Topics include basic nutrition information, food safety, weight control, prenatal nutrition, food fads, labeling, food additives and fast food. Each lesson provides individual and class activities fulfilling the stated behavioral objective. Brief background material for the teacher, student handout/worksheet masters and answer keys are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Basic nutrition facts; Food safety; Weight control; Prenatal nutrition; Food fads; Nutritional labeling, Fast foods; Food additives

206 **Take a nutrition break! Lessons and activities for every curriculum. Senior high.** Longmont; Northern Colorado Educational Board or Cooperative Services. 1980.

FORMAT: 147 pages, paperback

FNIC NO.: E-3882

English

ABSTRACT: Eighteen lessons (2 per month, September-May) are designed to teach students how to make wise food choices and can be integrated into basic high school courses as well as art, drama and business. Some lesson topics are seasonably appropriate (dental health-October, eggs-April); other topics include basic nutrition information, alcohol/drugs, food additives, prenatal nutrition, labeling, heart disease, weight control, U.S. Dietary goals and fast foods. Each lesson is based on a behavioral objective, provides brief background materials for the teacher and activities for class or individual study. Student handout/worksheet masters are included.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Basic nutrition facts; Food additives; Prenatal nutrition; Nutritional labeling; Cardiovascular disorders; Weight control; Fast foods; Dietary goals

207 **Teenage pregnancy and nutrition: A review.**
Elswick, Linda L. Albany: State Education Department. 1980.

FORMAT: 93 pages

FNIC NO.: E-3508

English

ABSTRACT: An information package describes the psychological, social and medical aspects of teenage pregnancy for school personnel who work with adolescents. Pregnancy increases nutrient needs, and so can be extremely stressful for the young woman who has not yet completed her own physical growth and maturation. Thus, both pregnant teens and their babies are at increased risk of poor pregnancy outcome and complications. These risks can be reduced by early and regular prenatal care and by attention to nutritional guidelines. Teachers are in a good position to provide the pregnant adolescent with emotional support and advice because of their familiarity with teenager's lifestyle and eating habits. Food groups and daily food requirements are reviewed. Sample meal patterns and menus and food group choices for children are also described.

DESCRIPTORS: Instructional materials; Pregnant adolescents; Nutrient requirements; Nutrition concepts; Food groups; Extension education; Psychological aspects; Diet improvement; Nutrition Education and Training Program; Menu planning

208 **Testing food for nutrients.**
Rowland Heights, CA: Rowland Unified School District. n.d..

FORMAT: 10 pages

FNIC NO.: E-3965

English

ABSTRACT: Directions are given for experiments which will reveal presence of starch, fat, sugar, protein and vitamin C in foods. Also included are general directions for accurate experimentation, a test data form, and suggested experiments to do at home.

DESCRIPTORS: Instructional materials; Experiments; Nutrient content determination

Multilevel Education (K-12, K-6, etc.)

209 **Evaluation of the Tennessee nutrition education program.** Knoxville, TN; University of Tennessee. n.d..

FORMAT: questionnaires, 6, 10, or 12 pages

FNIC NO.: E-4093

English

ABSTRACT: Questionnaires assess nutrition knowledge, attitudes and practices as part of the evaluation of the Tennessee NET program. Instruments for school administrators and food service workers evaluate attitudes using Leikert scales; other questionnaires for food service managers, students and teachers also include multiple choice nutrition knowledge questions.

DESCRIPTORS: Instructional materials; Tests; Questionnaires; Program evaluation; Nutrition Education and Training Program

210 **Experience education: Nutrition PSA's.** Red Oak, Iowa; Southwest Iowa Learning Resources. 1980.

FORMAT: videotape of 11 thirty-second PSA's

FNIC NO.: AV

English

ABSTRACT: Eleven 30-second public service announcements (PSA's)highlight separate aspects of good nutrition and health. Eight PSAs use nursery rhyme themes. Little Boy Blue blows the whistle on food packaging gimmicks and relies on ingredient labeling; Red Riding Hood, jogging past Big Bad Wolf, suggests he try non-traditional breakfast foods to stay out ahead; Miss Muffet convinces the spider that nutritious snacks are enjoyable; Simple Simon finds that the pieman has some unique regional food treats: Texas chili, New England clam chowder, Southern grits and corn fritters; and Mary discovers that the lambs follow her to school because of the excellent school lunch program. The Peas Porridge Hot skit dramatizes the importance of food wholesomeness, foods must be stored at proper temperature. Color and dating can be used to evaluate freshness; Jack Be Nimble demonstrates how exercise can be an enjoyable activity and part of good personal health; and Little Jack Horner is delighted to find a variety of fruits in his pie. Three other PSAs feature teenagers and highlight the importance of physical fitness, exercise and encourage tasting fruits and vegetables.

DESCRIPTORS: Instructional media; Food advertising; Food habits; Nutrition education

211 **Food groups (Pacific Islands).** T.T.P.I.; Marianas Department of Education. n.d..

FORMAT: poster 15" x 21 1/2"

FNIC NO.: AV

SOURCE: NET Program, Trust Territories of the Pacific Islands

English

ABSTRACT: Glossy colorful drawings show foods indigenous to the Pacific Islands divided into three food groups: body building (meat, milk group), protective (vegetables, fruits), and energy (rice, sweet potato, sugar cane, flour, bread, coconut, etc.) Message states: "Good meals include one food from each group."

DESCRIPTORS: Instructional media; Food groups; Nutrition education; Meal planning

212 **Food models.** Siapan, CM; Food and Nutrition Service Office/Saipan.

FORMAT: 3 posters 17" x 21 1/2"

FNIC NO.: AV

English

ABSTRACT: Black and white drawings of foods indigenous to the Pacific Islands may be used as food models to illustrate nutritionally good and poor choices. All are pictured in average portion sizes.

DESCRIPTORS: Instructional media; Foods; Food selection

213 **Food value cards for use in the Northern Mariana Islands.** Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Mariana Islands. n.d..

FORMAT: 66 cards, 8-1/2 x 11 on heavy bond paper

FNIC NO.: AV

English

ABSTRACT: Sixty-six nutrient comparison cards, using multi-colored bar graphs, indicate the percent of caloric and (3) nutrient requirements supplied by foods available in the Northern Mariana Islands. Foods from all four basic food groups are included, the majority from the fruit and vegetable group.

DESCRIPTORS: Instructional materials; Food composition; Nutrient values

214 **Good meals include one food from each group.** Saipan; Dept of Education, Commonwealth of the Mariana Islands. n.d..

FORMAT: 22" x 26-3/4" poster on heavy bond paper

FNIC NO.: AV

English, Chamorro, Carolinian

ABSTRACT: A multilevel poster features drawings of foods, characteristic of Micronesian diets, divided into three basic food groups. Titled in English, the foods are labeled in both the Chamarro and Carolinian languages.

DESCRIPTORS: Instructional materials; Food groups

215 **How to cover nutrition with NET bookcovers.** Trenton, NJ; State Department of Education. n.d..

FORMAT: 1 bookcover in a folder

PNIC NO.: E-4041

SOURCE: Regional Educational Improvement Centers in Morris Plains, West Orange, Princeton, Sewell

English

ABSTRACT: Bookcovers feature foods from 5 food groups. Foods are drawn in black ink and may be colored. An accompanying folder suggests nutrition education activities for elementary and secondary students using the bookcovers.

DESCRIPTORS: Instructional materials; Nutrition education

216 **I like milk. Eat good food. Eat well, run well. Have a happy healthy smile. Good food gives you energy.** Saipan; Commonwealth of the Mariana Islands. n.d..

FORMAT: 14" x 17" glossy posters on heavy bond paper

PNIC NO.: AV

English, Chamorro, Carolinian

ABSTRACT: Five glossy posters feature photographs of Micronesian boys demonstrating healthy hygiene and eating habits--drinking milk, eating nutritious lunches, running, brushing teeth, and swimming. Brief captions in English, Chamorro and Carolinian clarify the message.

DESCRIPTORS: Instructional materials; Nutrition education; Dental health; Food habits; Exercise (Physiology)

217 **Kao Maolek Amotsa-mu Pa' Go.** Saipan; Dept. of Education, Commonwealth of the Mariana Islands. n.d..

FORMAT: 12-1/2" x 16-3/4" poster

PNIC NO.: AV

Chamorro

ABSTRACT: A black and white photograph on a yellow background shows a young girl sitting on the ground with a sandwich and a carton of milk. The message, about breakfast, is in the Chamorro language.

DESCRIPTORS: Instructional materials; Breakfast; Micronesia

218 **N.E.W. blue book on nutrition activities.** Zalucki, Kathleen; Robbins, Genna. Northampton, MA; Hampshire Educational Collaborative. n.d..

FORMAT: 65 pages

PNIC NO.: E-3989

English

ABSTRACT: Activities and lesson plans developed by teachers of the Nutrition Education Workgroup (N.E.W.) for grades 2 through 12 relate nutrition education to current curriculum subjects. Format and content of lessons/outlines vary. Sample classroom materials (handouts, tests, worksheets) are provided. The N.E.W. Rainbow of Resources Book may be used as a companion to this activity book.

DESCRIPTORS: Instructional materials; Nutrition education; Teacher developed materials; Lesson plans; Learning activities

219 **Nutrition bingo.** Rody, Nancy. Saipan; Trust Territory of the Pacific, Nutrition Education and Training Program. 1980.

FORMAT: game including 31 bingo cards, 2 posters etc.

FNIC NO.: AV

English

ABSTRACT: Bingo cards vertically picture body building foods, energy foods, protective foods and drinks common to Saipan. Nutrition Bingo, played much like other bingo games, is won by covering four pictures horizontally or diagonally, thereby creating a balanced meal of one food from each group. It is adaptable for use with non-English speaking persons. Good nutrition prizes, such as posters, booklets or healthy foods, are suggested for game winners.

DESCRIPTORS: Instructional materials; Educational games; Nutrition education; Food knowledge; Food groups

220 **Nutrition education & training program activities.** Milwaukie, OR; North Clackamas School District 12. 1980.

FORMAT: 113 page collated book

FNIC NO.: E-4077

SOURCE: North Clackamas School District 12, Curriculum Office, 2302 SE Willard St., Milwaukie, OR 97222

COST: 3.00

English

ABSTRACT: Lesson plans, developed by educators, nurses, parents and cooks participating in a NET Program Workshop/Course, are designed to be used in conjunction with the school district's Health Curriculum Guide. Lessons are adaptable for any grade level, emphasize prevention and wellness, and provide (enjoyable) hands-on activities. Color-coded to correspond to areas in the health curriculum, lesson plans are divided into three general topic areas: nutrition/drugs, fitness/exercise, and self concept/stress/emotion. Activities may be used in the classroom, classroom/kitchen, with school staff and/or with the entire school student body. Each plan lists the student objective, procedures, resource lists and supplementary activity ideas.

DESCRIPTORS: Instructional materials; Integrated curriculum; Lesson plans; Nutrition education; Physical fitness; Exercise (Physiology); Self concept; Stress; Preventive nutrition

221 **Nutrition education & training program activities: 1981 supplement.** Milwaukie, OR; North Clackamas School District 12. 1981.

FORMAT: 77 page collated book

FNIC NO.: E-4103

SOURCE: North Clackamas School District 12, Curriculum Office, 2302 SE Williard Street, Milwaukie, OR 97222.

English

ABSTRACT: Using the same color coding and format as the original activities booklet, the supplement provides 65 additional ideas for building skills, teaching facts and developing positive attitudes in four general topic areas: Nutrition/Drugs, Fitness/Exercise, Self-concept/Stress/Emotion, and Safety/Prevention. Each lesson plan includes a performance indicator (student objectives), procedures, resource list and supplementary activity ideas.

DESCRIPTORS: Instructional materials; Integrated curriculum; Nutrition education; Lesson plans; Physical fitness; Self concept; Safety; Preventive nutrition

222 **Nutrition education activity guide.** Dracut, MA; Dracut Public Schools. n.d..

FORMAT: 60 pages, spiral bound

FNIC NO.: E-4017

English

ABSTRACT: Teacher developed classroom nutrition activities for grades K-12 are based on 5 concept areas: understanding food habits, nutrients, food extras (sugar, fiber, sodium, etc.), food guides, food care and production, and the fortified shopper. Not all concept areas have lesson plans for all grade levels. Activities list behavioral objectives, materials needed, appropriate resources, procedures, activity sheets (if applicable), and evaluation activities.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Learning activities

EVALUATION TOOLS: Short answer student questions

223 **Nutrition education assessment series.** Tampa, FL; Planning, Development, & Evaluation Associates, Inc. 1979.

FORMAT: 12 pages

FNIC NO.: E-4016

English

ABSTRACT: Nutrition knowledge assessment instruments are provided for primary, intermediate, junior high and senior high grades and for food service personnel. The primary grade edition has a pictorial format with questions to be read by the evaluation's administrator. All other instruments use a multiple choice format.

DESCRIPTORS: Instructional materials; Nutrition knowledge; Testing; Food service training

EVALUATION TOOLS: Assessment questionnaires

224 **Nutrition, your children and you.** Sewell, NJ; Educational Improvement Center-South. 1980.

FORMAT: 24 pages

FNIC NO.: E-4054

English

ABSTRACT: Twenty-four abstracts of modules for integrating nutrition education into music, home economics, social studies and physical education were prepared by teachers and school nurses as partial fulfillment of a NET postgraduate course. Lesson plans for preschool, kindergarten, elementary and secondary grades list the author, title, overview and at least 5 activities. Plans for gifted and special education classes are included.

DESCRIPTORS: Instructional materials; Teacher developed materials; Learning activities; Special education

225 **Project CAINE (Community action in nutrition education).** Rockland, MA; Rockland Public Schools. n.d..

FORMAT: unnumbered pages in binder

FNIC NO.: B-3339

English

ABSTRACT: A program book describes project CAINE (Community Action In Nutrition Education), its objectives and a few activities designed to fulfill each one. Objectives of CAINE include: (1) promotion of nutrition education for children, (2) assistance to teachers and food service personnel in development and implementation of nutrition education programs, (3) utilization of community organizations to improve nutrition of all persons, (4) extension of nutrition education through evening media presentations, and (5) providing nutrition information to specific target groups within the community. Support materials for the project include: nutrition information bulletins for school food service personnel and teachers; resource materials (and where to get them), learning activities for various age levels; local newspaper articles on nutrition from 1979-1981; pamphlets developed for the program; and publicity ideas.

Nutrition programs; Nutrition education; Multimedia instruction

226 **School Lunch. Classroom activities for nutrition education.** Prince Frederick, MD; Calvert County Public Schools. 1980.

FORMAT: 44 page booklet

FNIC NO.: E-3947

English

ABSTRACT: Lesson plan units are provided for general nutrition education activities in grades K-3 and 4-5 and specifically integrated into English, math, art or science curricula for grades 6-12. Each unit lists the overall general objective concepts and behavioral objectives with specific activities designed to fulfill them and describes materials and resources needed. Pre and posttests questions are provided for most lesson plan units. Additional integrated curriculum activity suggestions are offered for grade levels 1-6. The appendices contain background and supporting materials: type A food buying guide, basic nutrition information, 1974 RDA's and a Basic Four chart.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Integrated curriculum; Class activities

EVALUATION TOOLS: Pretests, posttests with lesson plan units

227 **The classy cafeteria: A product of SIFT II, current issues in nutrition.**
Schmidt, Linda M.; Semon, Mary Katherine. Columbia, SC; School Food Services, South Carolina Dept. of Education. 1982.

FORMAT: 227 pages spiral bound

FNIC NO.: B-3313

English

ABSTRACT: A manual for cafeteria managers and school food service personnel provides activities promoting nutrition education objectives such as encouraging good eating habits and exploration of unfamiliar foods, and providing a creative atmosphere for distribution of valid nutrition information and conducive to pleasant eating. The book is divided into five sections. Within the first three (elementary, middle/junior high, senior high), activities are scheduled by two month groupings. Within each grouping are: "Classy Cafeteria" ideas (bulletin boards, booths, field trips, games), for transforming the cafeteria into a nutrition education lab, and "Classroom Connection" ideas (tasting parties, plays, school lunch meal planning) enabling the cafeteria manager to bring nutritional resources into the classroom. Patterns, cutouts and fact sheets are included. Two other sections, "Spicing Up the Menu" and "Food Merchandising" suggest seasonal menu ideas, decorations and merchandising techniques.

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Learning activities; Menu planning; Food merchandising

228 **The nutritious ethnic and traditional cookbook.**
Chicago; Board of Education City of Chicago. 1982.

FORMAT: 53 p. spiral bound

FNIC NO.: E-3986

SOURCE: Board of Education, City of Chicago, 228 North LaSalle Street, Chicago, Illinois 60601

English

ABSTRACT: Recipes shared by teachers attending summer nutrition workshops are offered to increase understanding of the nutritional, cultural, physiological, psychological and social reasons for eating. The recipes represent the variety of cultures in the Chicago Public Schools and include appetizers, salads, soups, breads, fruits, and vegetables, main dishes and desserts.

DESCRIPTORS: Instructional materials; Cookbooks; Recipes; Ethnic foods

229 **Tree fort, Nature, My mother says, Snacking (Public Service Announcements).** St. Paul, MN: Minnesota Department of Education. 1981.

FORMAT: 3 30 second PSAs & 1 10 second PSA

FNIC NO.: AV

English

ABSTRACT: Four public service announcements feature children enjoying fresh fruits and vegetables. "Tree fort" shows 3 boy scouts and a friend washing, preparing and eating fruit snacks in their tree house. A boy eats an apple as he runs through a green summer field in "Nature" (10 seconds). In "My Mother Says", preschool children narrate while others prepare snacks, remembering that although mother says not to eat with your fingers or play with your food, it sometimes can't be helped! "Snacking features children enjoying and sharing and describing a variety of fruit and vegetable snacks.

DESCRIPTORS: Instructional media; Nutrition education; Snack foods; Food habits; Fruits; Vegetables

230 **You can't go wrong by eating right (posters).** Hagerstown: Washington County Board of Education. n.d..

FORMAT: poster

FNIC NO.: AV

English

ABSTRACT: Two glossy posters bear the same title message: one features black and white photographs of TV stars Ron Glass, Susan Richardson, Erik Estrada and Scott Baio, now and as children, on a red background; another features Greg Landry in a football uniform on a muted blue background.

DESCRIPTORS: Instructional media; Nutrition education

Special Education

231 **Doorway to nutrition, a nutrition education program for the handicapped.** Craft, Patricia.; Herring, Blanche. Albany; State Education Department. 1980.

FORMAT: 257 pages

FNIC NO.: B-2781

English

ABSTRACT: A nutrition education curriculum guide for teachers of the mentally handicapped provides basic nutrition information, program objectives, a comprehensive instructional sequence, and learning activities. The instructional materials cover such topics as dental health, food group recognition, balanced diets, weight control, and food buying. The learning activities are constructed to utilize and reinforce the knowledge gained. The evaluation of pupil progress in behavioral terms can be recorded in a pupil profile according to criteria established to measure skill mastery. The program is designed to be a basis for a constantly expanding body of knowledge and skill for trainable handicapped people.

DESCRIPTORS: Instructional materials; Curriculum guides; Special education; Mentally handicapped; Basic nutrition facts; Diet improvement

232 **Growing up healthy.** Foos, Janet C.; Erwin-Finley, Kathryn. Eureka, CA; North Coast Regional Center. 1981.

FORMAT: Kit

FNIC NO.: AV

SOURCE: Janet Foos, North Coast Regional Center, 413 North State Street, Ukiah, CA 95482

COST: $45.00

English

ABSTRACT: The objective of the curriculum is to provide special education students with nutrition knowledge and skills for healthy independent living. The 42 lessons are designed to be concrete, realistic and to incorporate the nutrition content areas of food choices, food handling, and consumer competencies at each of four developmental levels. Each lesson is composed of a performance objective or minimum level of proficiency to be attained, instructional strategies (information, procedures, reinforcement opportunities, food service and parent involvement suggestions, values awareness discussion topics (some lessons), materials/resources needed and evaluation through observable behaviors. Ideas presented in the subject areas of language, math, science, social studies, music and drama and art reinforce nutrition knowledge and skills. The classroom cooking section provides strategies for exploring foods through food preparation and procedures for establishing a cooking curriculum. A weight control section provides information for conducting a weight control group in the school setting. Print and audiovisual materials, organizations and agencies which may aid in the development of lessons or activities are listed in the resource section.

DESCRIPTORS: Instructional materials; Special education; Nutrition education; Food habits; Consumer education

EVALUATION TOOLS: Behavioral evaluations for each lesson

233 **My nutritious delicious cookbook.** Renman, Barbara; Martinson, Jean; Treuting, Kris. Minneapolis; Hennepin Technical Centers-Independent School District 287. 1980.

FORMAT: 182 pages, loose-leaf

FNIC NO.: B-3356

English

ABSTRACT: The color coded pictorial cookbook is designed to help mentally retarded, non-reading individuals learn how to plan and prepare nutritious meals and snacks. The instructor's section provides general nutrition, sanitation and safety information and instructional hints. Specific guidelines precede each teaching activity. Student lessons consist of step-by-step black and white illustrations of recipes and procedures with simple, minimal wording.

DESCRIPTORS: Instructional materials; Cookbooks; Nutrition education; Mentally handicapped; Mentally handicapped; Food preparation, home; Food sanitation; Meal planning; Recipes

234 **Nutrition education activities for the mentally retarded.** Columbus; Ohio Department of Education. 1980.

FORMAT: 19 pages, unbound (stapled)

FNIC NO.: E-4052

English

ABSTRACT: Nineteen activities, collected from four resource books, integrate nutrition and food information into games and learning experiences for the mentally retarded. Skills reinforced by these activities include color and object identification, matching, verbal expression, listening, memory and eye/hand coordination. Each activity lists equipment needed, appropriate number of participants (if applicable), type of play area required (indoor, outdoor) and procedure.

DESCRIPTORS: Instructional materials; Learning activities; Educational games; Nutrition education; Verbal communication; Recognition; Memory

235 **Nutrition education and training curriculum for the profoundly, severely, and moderately retarded.** Kakascik, Joan. Morris Plains, NJ; Educational Improvement Center--Northwest. 1981.

FORMAT: 37 pages

FNIC NO.: E-3962

SOURCE: Educational Improvement Center-Northwest, 202 Johnson Rd., Bldg. 3, Morris Plains, NJ 07950.

English

ABSTRACT: A curriculum with five general areas of skill development (food orientation, food preparation techniques, meal time social skills, kitchen safety, kitchen sanitation), each divided into goals with behavioral objectives and criteria for mastery, is presented in a matrix format. Criteria I through III roughly correspond to profound, severe and moderate levels of retardation stressing or focusing on sensory stimulation, repetition/imitation/modeling and repetition/generalization, respectively. Skills included are appropriate for students of any age although modification may be necessary due to additional handicapping or medical conditions.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

236 **Pictorial food preparation manual.** Bates, Paul; Pancsofar, Ernie. Carbondale; Southern Illinois Educational Services Center. 1979.

FORMAT: 450 pages

FNIC NO.: E-3510

English

ABSTRACT: A food preparation guide for persons with limited reading ability features pictorial recipes for 7 breakfasts, lunches, dinners and 7 nutritious snacks. Within each meal, recipes are organized according to their recommended order of preparation. A detailed task analysis breaks down each meal into component steps, food items, and equipment needed for preparation. Written instructions for the special education instructor correspond to the pictorial directions for the student. An action vocabulary lists such words as drain, beat, fry, measure, slice, sprinkle, stir, etc., which students need to learn in order to follow directions. Recipes for cinnamon toast, pancakes, grilled cheese sandwiches, salmon patties, baked chicken and many other dishes are given.

DESCRIPTORS: Instructional materials; Food preparation; Foods instruction; Cooking methods; Special education; Illiteracy; Meal planning; Recipes; Task analysis

237 **Picture cookbook.** Kakascik, Joan. Trenton; New Jersey Dept. of Human Services. 1980.

FORMAT: 60 pages, unbound

FNIC NO.: E-4082

SOURCE: Joan Kakascik, Ed.D., New Jersey Department of Human Services, Office of Education, CN 700, 222 South Warren St., Trenton, N.J. 08625

COST: Single copy-$1.50 (Make check payable to "Treasurer of the State of New Jersey").

English

ABSTRACT: Designed to assist in the development of independent living skills and good nutritional habits, the cookbook graphically illustrates basic cooking procedures for non-readers or non-English speaking adults. Fifty horizontal picture recipes, one to two pages long, vary in range of difficulty and provide suitable menu selections for all meals. Color and shape codes differentiate measuring utensils and temperatures. Each recipe shows preparation; a completed single portion on an individual table setting is shown at the bottom. A template is included with each cookbook to aid visual focus on each line. Examples of recipes included are: tea, orange juice, eggs (all methods), sandwiches, salads (coleslaw, macaroni, potato), meat loaf, baked chicken, tuna casserole, mashed potatoes, slice and bake cookies, pudding.

DESCRIPTORS: Instructional materials; Cookbooks; Visual aids; Food preparation, home

Postsecondary Education

238 **Food service manager nutrition training project (summer workshop); 8. Final report.** Honolulu, HI: Curriculum Research and Development Group, University of Hawaii. 1980.

FORMAT: 58 page

FNIC NO.: E-3854

ED. LEVEL: Food service training

English

ABSTRACT: A 2 day summer workshop for food service managers conducted in August 1980 is evaluated. The history and structure of the workshops are reviewed. Recommendations concern: the overall effectiveness of the workshop, its implications for future programs, modifications of materials, and post-workshop follow up. Participant workshop evaluations, from pre- and posttests, written comments and feedback from District supervisors, are reported. Seven personal action plans, developed by food service managers for use in individual schools are printed. Appendices include pretest forms and cumulative participant evaluation responses.

DESCRIPTORS: Instructional materials; Post secondary education; Food service training; Program development; Program evaluation; Student involvement

EVALUATION TOOLS: Pre & Posttest

Child Care Workers

239 **A day in a family day care home and a day at the center, (respectively) (transparency): Meal time, a happy time.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 2 booklets, instructional packet, 6 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute lecture/activity presentation designed to follow viewing of two films (or videotapes) (titles above), help day care personnel, parents and other child care workers become familiar with how children view food and how they can make mealtimes more enjoyable. Using the transparencies to accentuate the content outline and the activities described, the trainer: discusses creating a mealtime atmosphere conducive to good eating; helps participants identify inappropriate meals as related to color, texture, shape, flavor, and portion size; and suggests appropriate responses to children's food dislikes, refusal to eat, dawdling and food jags. A role play situation is the suggested group activity. Two additional resources are included: Florida Dept. of Educations "Exploring Foods with Young Children: A Recipe for Nutrition Education" and Dairy Council's "Food Before Six: A Feeding Guide for Parents of Young Children."

DESCRIPTORS: Instructional materials; Nutrition education; Food habits; Food attitudes; Preschool children (2-5 years); Role playing

240 **A day in a family day care home and a day at the center, (respectively) (transparency): Super snacks.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet-23 p., 2 booklets, 11 transp

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A lecture/activity presentation to follow the viewing of the two films (or videotapes) titled above, offers parents and child care workers ideas for appropriate snack foods and their advantages over those snack foods high in salt, fat and sugar. Included is a content outline, transparencies which highlight information presented and handouts providing supplemental information. Two booklets also are included: Dairy Council's "For Good Dental Health, Start Early" and Florida Department of Educations' "Exploring Foods with Young Children: A Recipe for Nutrition Education.

DESCRIPTORS: Instructional materials; Nutrition education; Snacks; Snack foods; Dental health; Food habits; Preschool children (2-5 years)

241 **A day in a family day care home and a day at the center, (respectively) (transparency): Teach while you eat.** Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service Southeast Regional Office. 1981.

FORMAT: instructional packet-21 p., 1 booklet, 10 transp.

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: Through the films listed above and the teaching packet, day care personnel and parents learn specific mealtime activities to teach preschoolers colors, flavors, textures and shapes of foods, food origins, basic production and processing, basic nutrition concepts, math skills, motor skills, table manners and food preparation. The content outline provides lecture/discussion material and directions for group activities and use of handouts. Color transparencies highlight the information provided. An additional resource is included -- Florida Department of Educations' booklet, "Exploring Foods with Young Children: A Recipe for Nutrition Education."

DESCRIPTORS: Instructional materials; Nutrition education

242 **Basic nutrition and nutrition education: A course in child care for vocational/technical schools.** Gordon, Ruth W. Atlanta; Georgia State University, Department of Community Health Nutrition. 1982.

FORMAT: 379 pages in 3 ring binder

FNIC NO.: B-3326

English

ABSTRACT: The 30 hour course is designed to be used in vocational or technical school child care curricula or may be adapted for use as a short course for community child care providers, workshops or short presentations. Divided into five units, the course provides: information on basic principles of normal nutrition for preschoolers; factors influencing the preschooler's eating behavior and the role of the child care center in the formation of food habits; background information to be used as a basis for nutrition education programs; and ideas for staff development of the parent involvement component. Each unit contains a course outline (content, background material), suggested strategies (step-by-step description of activities), references and resources needed (handouts for duplication and transparencies), and additional hints to the instructor for effective teaching and class/group management.

DESCRIPTORS: Instructional materials; Preschool children (2-5 years); Food habits; Nutrition information; Nutrient requirements; Nutrition education; Parent participation

EVALUATION TOOLS: Voc/tech school course evaluation sheet

243 **Feeding the future.** Austin; Texas Department of Human Resources. 1981.

FORMAT: 71 slides, cassette- English (6-min)/Span (9 min)

FNIC NO.: AV

SOURCE: The Distribution Coordinator, Media Services Division, 151-X, Texas Dept. of Human Resources, P.O. Box 2960, Austin, TX 78769

English, Spanish

ABSTRACT: An English or Spanish slide/tape presentation preceding the Nutrition Workshop emphasizes the day care worker's influence on the development of children's eating habits and attitudes by example, by classroom activities and by foods served in the day care center. Some ideas illustrated for successful introduction of nutritious foods to preschool children include sensory exploration, gardening, controlling mealtime atmosphere, reaction to children's eating habits, and enlisting parental participation in nutrition education efforts. Slides feature a variety of ethnic backgrounds and male as well as female day care workers.

DESCRIPTORS: Instructional media; Preschool children (2-5 years); Food habits; Food attitudes; Influences on nutrition; Motivation

244 **Food for learning (transparency): Don't waste, let them taste.** Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet-16 p., 5 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A half hour presentation for day care center personnel and home care providers accompanies the film entitled, "Food for Learning" and encourages participants to become knowledgeable in planning and conducting tasting parties for preschoolers. Using the content outline, color transparencies and activity sheet, the trainer helps participants identify: the purpose of tasting parties and which children should be included; foods to be tasted; appropriate times and locations for parties; and how to obtain children's reactions to the foods.

DESCRIPTORS: Instructional materials; Nutrition education; Preschool children (2-5 years); Teaching methods; Taste; Learning activities

245 **Food for learning (transparency): lend a hand, get together and plan.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet, 22 p., 7 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A half hour lecture/activity presentation to help day care center personnel and home providers become knowledgeable about procedures for planning food and nutrition learning experiences for preschool children. After viewing the film, "Food for Learning", participants are guided in: determining the needs and interests of children in relation to their age and ability levels; planning around holidays, seasons and community events; identifying useful resources; expanding existing classroom resources; identifying skills achievement and learning possible in the activities; and sequencing activities to maintain interest. The packet includes a content outline providing lecture and discussion material and activity guide and color transparencies to highlight information presented.

DESCRIPTORS: Instructional materials; Nutrition education; Preschool children (2-5 years); Teaching methods; Learning activities

246 **Food for learning (transparency): Plant a food, let it grow.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 20 p. unbound-instructional packet; 7 transp

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A half hour presentation for day care center personnel and home providers supplements the film, "Food for Learning". Using the content outline and color transparencies, the trainer guides participants in identifying foods which can be grown in the classroom, general procedures for growing them and how to plan and implement related learning activities in the classroom. Three different learning activities are discussed. Handouts provide step-by-step activity directions and nutrition education songs with familiar tunes.

DESCRIPTORS: Instructional materials; Nutrition education; Preschool children (2-5 years); Learning activities; Teaching methods; Plant sources of foods

247 **Health, an ounce of prevention (transparency): Serve food not illness, safe food handling.**
Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet, 11 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute lecture/activity presentation following the film (or videotape) titled above, is designed to teach day care center staff members and day care home providers the proper techniques for (dry, refrigerator and freezer) storage of foods and safe food handling in preparation, holding and serving. The content outline provides lecture/discussion material and individual and group activity suggestions and describes the use of handouts to meet stated objectives. Transparencies, highlight discussion materials; handouts reinforce information; and activity sheets help participants differentiate between correct and incorrect food handling procedures.

DESCRIPTORS: Instructional materials; Nutrition education; Food handling; Food storage; Food safety

248 **Health, an ounce of prevention (transparency): Serve food, not illness, don't pass the bug.**
Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet-19 pages, 10 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

ED. LEVEL: Food service training

English

ABSTRACT: A 20-30 minute lecture/activity presentation following the viewing of the film, "Health - An Ounce of Prevention," is designed to teach day care center staff members and home providers basic rules of personal hygiene, good work habits, and how to correct improper habits or procedures. Transparencies illustrate content. The content ouline provides lecture/discussion materials and directions for conducting activities and using handouts.

DESCRIPTORS: Instructional materials; Nutrition education

248 **How you can become a day care mother: A labor of love.** Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 8 pages, instructional packet

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute lecture/discussion presentation designed to follow the film, "How You Can Become A day Care Worker," should help prospective home care providers become aware of important factors to consider before making the decision to become a child care worker and the steps (requirements) involved in being certified. Through guided activities, participants identify characteristics of a good day care home and provider. A content outline provides the lecture material and describes the method for conducting activities and discussion.

DESCRIPTORS: Instructional materials; Day care services; Personal values; Regulations

280 **Infant nutrition handbook for child care centers and family day care homes.** Gordon, Ruth. Atlanta; Georgia State University. 1980.

FORMAT: 194 pages

FNIC NO.: E-3781

SOURCE: College of Allied Health Sciences, Dept. of Community Health Nutrition, Georgia State University, Atlanta, GA 30303

English

ABSTRACT: A series of 8 lessons teach child care providers current feeding practices for infants. Lessons include pre- and posttests, definition of terms used within the lesson, and presentation of information in a self-instructional format. Instructional areas include; nutrition and its relationship to growth and development; nutrient needs of the infant; milk for the infant; introduction of semisolid foods; preparation and progressive introduction of table foods; feeding problems; meal planning; infant feeding techniques; and food preparation and safety guidelines.

DESCRIPTORS: Instructional materials; Extension education; Child care workers; Infant feeding; Nutrient requirements; Nutrient sources

EVALUATION TOOLS: Pre/post tests programmed self directed instructions

251 **Let's go shopping (transparency): Check out delivered foods.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 10 page instructional packet; 10 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

ED. LEVEL: Food service training

English

ABSTRACT: A 20-30 minute lecture/activity presentation for child care center directors, food managers and cooks reviews important points to remember in checking food deliveries, including weighing and measuring foods received, checking the invoice against the purchase order, inspecting foods for quality and returning damaged items. The course outline provides lecture material and guidelines for conducting activities. One handout, "a Checklist for Evaluating the Purchasing System:" is included.

DESCRIPTORS: Instructional materials; Nutrition education; Food delivery; Food inspection

252 **Let's go shopping (transparency): Read the label.** Atlanta: U. S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 18 pages, instructional packets; 7 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute presentation, accompanying the film (or videotape), "Let's Go Shopping" and designed to enable day care home providers and small child care center staffs to become knowledgeable in using nutrition information on food labels, provides a lesson plan, 7 corresponding color transparencies, handouts/worksheets, and the FDA flyer, "Read the Label, Set a Better Table." The lesson plan lists the behavioral objective and provides a content outline, directions for conducting group activities and using the transparencies, evaluation procedure and suggested additional resources. Presentation content covers labeling requirements, label format, US RDA's, and determination of good nutrient sources from good label information.

DESCRIPTORS: Instructional materials; Nutrition education; Nutritional labeling; Nutrient sources; Recommended Dietary Allowances

253 **Let's go shopping: Step into food purchasing.**
Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: Instructional packet; 10 transparencies; 15 pages

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

ED. LEVEL: Food service training

English

ABSTRACT: A 20-30 minute lecture/activity presentation for day care home providers, center directors, food managers and cooks describes the steps in food purchasing from menu planning, determining the quality and quantity of food needed and the purpose of inventories, to completing the purchase order. Activity sheets and handouts reinforce content and provide practice. The USDA FNS-108 booklet, "Food Buying Guide for Child Care Centers" is included as a supplemental resource.

DESCRIPTORS: Instructional materials; Nutrition education; Food purchasing; Food quality; Inventory management; Child nutrition programs

254 **Making mealtime a happy time for preschoolers: A guide for teachers.**
Sacramento: California State Dept. of Education. 1982.

FORMAT: 12 page booklet

FNIC NO.: C-2481

SOURCE: Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, Calif. 95802.

English

ABSTRACT: Brief practical guidelines are offered to help child development personnel improve the mealtime environment in child care centers. The before-the-meal checklist suggests that appropriate equipment, environment, meal spacing and activities. Mealtime activities encourage the children's independence, socialization and introduction of new foods. Successful methods of dealing with special circumstances, such as allergies, obesity, preferences, and slow eating are briefly described. Methods of involving children in meal planning, food preparation and clean up also are offered.

DESCRIPTORS: Instructional materials; Food habits; Socialization; Preschool children (2-5 years); Environmental factors

255 **Meal preparation and service (transparency): Take the guesswork out of cooking.** Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 27 pages, instructional packet, 16 transp.

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

ED. LEVEL: Food service training

English

ABSTRACT: A 20-30 minute lecture/activity presentation helps participants learn the importance, advantages and proper use of standardized recipes. The trainer defines and describes standardized recipes, steps to follow when using them and yield adjustment calculations. Transparencies included illustrate and reinforce the content outline and activity materials. Activity sheets provide individual practice with recipe adjustment and preparation procedures.

DESCRIPTORS: Instructional materials; Nutrition education; Standardized recipes; Food preparation, quantity

258 **Nutrition education and food service management: A guide for day care personnel. Second edition.** Morris, Vivian D.; Rodriquez, Judith C.; Miller, Diane C.; Hussey, Mary Jane; Kaplan, Emma W.; Rotsaert, Stefanie; Tardy, Louise; Vera, Rosa. Upper Montclair, NJ; Life Skills Center, Dept. of Home Economics, Montclair State College, 1980

FORMAT: 214 pages, softbound (Vol I-English/Vol. II Spanish)

FNIC NO.: B-3292/E-4079 (Spanish)

ED. LEVEL: Food service training

English, Spanish

ABSTRACT: The guide is designed to be used by all day care staff, food service personnel and parents as a resource for planning an effective nutrition education program and as an orientation training guide and reference tool for new staff members. The Basic Nutrition section covers basic nutrition facts, vegetarianism, nutritional needs of pregnancy, lactation, infancy and preschool years, nutrition-related health problems, and Black American and Hispanic food patterns. The second section describes food-related learning activities with some additional emphasis on needs of low income minority children and cultural enrichment through food-related activities. The food service section outlines how to organize and manage a day care food service and provides information on food sanitation and safety procedures, menu planning, food purchasing and cost control. The seasonal cycle menu section provides 15 day cycles, cultural menus and quantity recipes. Extensive bibliographies are provided in the first 3 sections.

DESCRIPTORS: Instructional materials; Basic nutrition facts; Nutrition education; Vegetarianism; Disadvantaged youth; Food habits; Learning activities; Food service management; Sanitation; Cost control; Seasonal menus; Recipes

257 **Planning your menu (transparency): Meet the challenge of menu planning.**
Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional office. 1980.

FORMAT: 10 pages, 4 transparencies, 3 booklets

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Department, P.O. Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A half hour presentation to accompany the film (or videotape), "Planning Your Menu" provides a lesson plan, transparencies and supplemental resources to aid day care home providers, food managers, cooks, center directors and teachers learn basic menu planning principles. Using the USDA's "Planning Guide for Food Service in Child Care Centers" and "Menu Planning Guide for School Food Service," participants review required meal pattern components and portion sizes, plan and evaluate one day's menu and prepare a food production plan.

DESCRIPTORS: Instructional materials; Child nutrition programs; Nutrition education; Menu planning; Food preparation, quantity

258 **Special nutritional needs: Obesity, Diabetes, Food allergies, Teen pregnancy, Developmental Disabilities, and Residential Child Care.**
Vanous, Ellen; Barrett, June. Atlanta; Kuona, Ltd and Georgia State University. 1980.

FORMAT: 6 part slide/audio tape series/fact sheets

FNIC NO.: AV

SOURCE: Georgia State University, Department of Community Health and Nutrition, Box 670, University Plaza, Atlanta, GA 30303

COST: $145.00

English

ABSTRACT: A series of three to five minute cassette tapes, accompanying slides and fact sheets discusses the management of special nutritional needs and feeding problems of children in residential centers. An introductory tape describes the purpose of the series, reviews the USDA meal pattern and encourages constructive use of meal times. Other tapes discuss specific topics: developmental disabilities, food allergies, obesity, teen pregnancy and diabetes mellitus. Each problem is discussed in terms of diagnosis or assessment, methods of coping and the need for professional guidance. Fact sheets for each of the topics above supplement the tapes, offer guidance for implementing USDA meal patterns appropriate to nutritional and physical needs of children, and provide references to more comprehensive sources of information. Additional fact sheets, expand the discussion of developmental disabilities, (swallowing, chewing, blindness, deafness and tube-feeding) and teen pregnancy (vegetarianism).

DESCRIPTORS: Instructional media; Parent education; Handicapped children; Allergies; Obesity; Pregnant adolescents; Diabetes mellitus

259 **The Importance of being a parent (transparency): Parent participation in nutrition activities.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office, 1981.

FORMAT: instructional packet-13 p., 5 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

ED. LEVEL: Adult education

English

ABSTRACT: A 20-30 minute discussion/activity presentation for working parents and child care workers suggest methods to promote parental involvement and maintain good parent-staff communication in the center's food and nutrition program. Methods suggested include newsletters, posted menus, staff-parent meetings, meal sharing, field trips, art activities and skits. The packet includes a content outline of lecture/discussion material, and color transparencies which highlight material presented.

DESCRIPTORS: Instructional materials; Nutrition education; Day care services; Preschool children (2-5 years); Parent participation; Communications

Food Service Training

280 **A correspondence course for school food service workers.** Berge, Lorna. Grand Forks, ND; University of North Dakota. 1982.

FORMAT: 132 pages, spiral bound

FNIC NO.: E-4064

SOURCE: University of North Dakota, Division of Continuing Education, Department of Correspondence Study, Grand Forks, ND 58202

COST: $4.00 + shipping and handling (approx $.85/book)

English

ABSTRACT: Ten correspondence lessons provide instruction in basic nutrition facts, menu planning, food purchasing and preparation, sanitation, nutrition education, food service management, safety, equipment maintenance and energy conservation. Each lesson lists reading assignments from the North Dakota School Food Service Manual and USDA publications and provides content information and assignments (worksheets, questions, projects). All assignments are to be completed independently and evaluated by the instructor. No written examinations are required.

DESCRIPTORS: Instructional materials; Correspondence study; Menu planning; Food purchasing; Food preparation, quantity; Sanitation; Equipment maintenance

281 **A curriculum for school food service and health care employees, level I.** Ames, Martha Edelen; Foley, Agnes. Boise; Idaho Department of Education. 1979.

FORMAT: 1 volume, various paging

FNIC NO.: E-3778

English

ABSTRACT: Five units of lessons for food service supervisors, each preceded by a full day's workshop, cover professionalism, food preparation principles, normal nutrition, food service equipment, sanitation and safety. Lessons consist of a recommended reading assignment, learning objectives for the student, supplemental information and assignments. Written test forms for each unit are provided.

DESCRIPTORS: Instructional materials; Lesson plans; Home study; Study guides

282 **A curriculum for school food service and health care employees, level 2** Boise; Idaho Dept. of Education. 1979.

FORMAT: 1 volume (various pagings)

FNIC NO.: E-3779

English

ABSTRACT: A training program designed for food service supervisors in schools and health care facilities consists of a 3-part workshop with 5-unit lessons to be distributed at the conclusion of the workshop. Workshop lesson plans list recommended readings, learner objectives, lesson text, and assignments. Workshop topics include; organization and management; qualities and duties of a supervisor; and the nature of productivity. Home study unit lessons cover menu planning, cost control, purchasing, nutrition, time management, and personnel management. Workshop and home-study unit tests are provided.

DESCRIPTORS: Instructional materials; Food service management; Personnel management; Menu planning; Nutrient requirements; Cost control

125

283 **An easy guide to salad bars in elementary schools: Making it fun.** Norris, Kay.; Stockton, Marilou. Boise; Idaho State Department of Education. 1982.

FORMAT: unnumbered pages

FNIC NO.: E-4106

English

ABSTRACT: The booklet briefly explains how to organize, introduce, implement and evaluate a salad bar in an elementary school food service program. Step-by-step guidelines for introducing the idea to staff, parents and students are provided. Food preparation instructions included ordering, preparing and merchandising food items. Appendices provide suggested methods of meeting USDA Meal Pattern Requirements with the salad bar, promotional materials, an equipment list, production sheet, salad bar design and layout diagram and teacher evaluation of the program.

DESCRIPTORS: Instructional materials; Salad bars; School lunch programs, Food preparation, quantity; Food merchandising

EVALUATION TOOLS: Salad bar evaluation

284 **An instructor's guide to basic nutrition.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3242

English

ABSTRACT: Basic Nutrition is one of 7 modules on the first level of a sequential 5 level series. An overview of nutrition principles should enable Child Nutrition Program staff and personnel to: relate nutrition to individual health; cite daily food needs of children at various ages; identify the role of the food service worker in maintaining the nutritional value of foods; and make nutritionally equivalent food substitutions. Topics include separate lessons on food selection and the CNP meal pattern, proteins, carbohydrates, fats, water- and fat-soluble vitamins, minerals, water, and energy balance. Each of the 10 lessons outlines the lecture or discussion content, activities and resources needed to meet stated objectives. Other resources include instructor's background information, bibliographies, worksheets, transparency masters, and student handouts.

DESCRIPTORS: Instructional materials; Nutrition education; Basic nutrition facts; Child nutrition programs; Carbohydrates; Proteins; Lipids; Vitamins; Minerals; Water; Child nutrition

EVALUATION TOOLS: Pre/post test; unit lesson tests; participatory activities

285 **An instructor's guide to collections/recordkeeping: A course.** Phoenix: Arizona Department of Education. 1982.

FORMAT: unnumbered pages in 3 ring binder

FNIC NO.: B-3285

SOURCE: Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007

English

ABSTRACT: One of seven modules included in the first level of a sequential five level series, the "Collections/Recordkeeping" instructor's guide provides ten lessons (20 contact hours), instructor resources, transparency masters and student handouts. Competencies achievable through the course include the ability to: recognize the role and importance of adequate collection and recordkeeping procedures; count money accurately; complete required forms; and evaluate collection systems for suitability to a particular facility. Each lesson outlines the lecture of discussion content and lists individual and group activities and resources needed to meet stated objectives.

DESCRIPTORS: Instructional materials; Recordkeeping; Money management; Child nutrition programs; Commodities; Regulations

EVALUATION TOOLS: Pre/post tests

286 **An instructor's guide to employee training: A course.** Phoenix: Arizona Department of Education. 1982.

FORMAT: unnumbered pages in a 3 ring binder

FNIC NO.: B-3287

SOURCE: Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007

English

ABSTRACT: Basic communication and instructional techniques which may be used by employees at all levels within Child Nutrition Programs (CNP) are included in the "Employee Training" module, one of four units on the second level of a sequential five level series. With particular emphasis on situations encountered in CNP facilities, the participants should have competencies (after completing the 20 hour course) in: formulating behavioral training objectives, writing job descriptions, evaluating training effectiveness, solving training problems and preparing training aids. Each lesson outlines the lecture or discussion content and lists individual and group activities and resources needed to meet stated objectives. Background information for instructors, bibliographies, worksheets, transparency masters and student handouts also are provided.

DESCRIPTORS: Instructional materials; Training techniques; On the job training; Motivation; Inservice education

EVALUATION TOOLS: Pre/post tests; unit quizzes

287 **An instructor's guide to engineered and convenience foods.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: S-3266

English

ABSTRACT: Competencies to be developed through completion of the 10 lessons in this second level module include: identifying sources of sugar, salt and fat; evaluating nutrient contributions in light of CNP meal pattern requirements; calculating correct recipe substitution items; and planning menus which meet meal pattern requirements and cost controls. Each lesson outlines the lecture/discussion content, activities and resources needed to fulfill stated objectives. Other resources include instructor's background material, bibliographies, worksheets, transp arency masters and student handouts.

DESCRIPTORS: Instructional materials; Convenience foods; Engineered foods; Food additives; Menu planning; Child nutrition programs

EVALUATION TOOLS: Pre/post tests; assigned activities

288 **An instructor's guide to food analysis.** Phoenix; Arizona Department of Education, Food and Nutrition Office. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: R-3240

English

ABSTRACT: An instructor's guide provides 10 lesson plans to aid food service personnel increase their knowledge of food composition and food labeling and to interpret nutrition information on a day-to-day basis in order to provide meals in conformation with Child Nutrition Program meal requirements. Lesson/activity topics include: sensory and objective evaluation of foods, food laws, nutrient density, labeling, specification sheets and plate waste. Each lesson outlines discussion or lecture content, student activities and appropriate resources to be used. Transparency masters and student handouts are provided and coded to the corresponding lesson. An instructor's resource section provides a pre/post test, procedural guidelines for specific lessons and equipment purchasing instructions and lists additional print materials for reference.

DESCRIPTORS: Instructional materials; Child nutrition programs; Food analysis; Sensory appraisal; Laws; Nutrient density; Labeling; Plate waste

EVALUATION TOOLS: Pre/post tests; participatory activities

269 **An instructor's guide to human relations.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3267

English

ABSTRACT: Human Relations is one of 7 modules on the first level of a 5 level sequential series (providing 20 contact hours) designed for Child Nutrition Program staff and personnel. Students are expected to develop competencies in communication techniques, principles and techniques of personnel supervision and training, motivation, grievance handling and self-evaluation of cooperative ability. The 5 lessons outline lecture/discussion content, activities, and resources needed to meet stated objectives. Also included are instructor's resources (background information, bibliographies, worksheets), transparency masters and student handouts.

DESCRIPTORS: Instructional materials; Human relations; Communication skills; Personnel management; Motivation techniques; Grievance procedures

EVALUATION TOOLS: Participation in simulation activities

270 **An instructor's guide to menu evaluation, the cycle menu.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3239

English

ABSTRACT: The instructor's guide provides 10 lessons designed to aid food service personnel develop: menu planning, evaluating and modifying skills and an understanding of the advantages and disadvantages of cycle menus. Each lesson outlines the lecture/discussion content, activities and resources needed to fulfill the stated objectives. Additional resources included are: instructor's background information, bibliographies, worksheets, transparency masters and student handouts.

DESCRIPTORS: Instructional materials; Menu planning; Cycle menu; Evaluation methods

EVALUATION TOOLS: Pre/post tests; participatory class activities

271 **An instructor's guide to menu planning.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3268

English

ABSTRACT: The guide is designed to aid in teaching basic skills of menu planning, modification and evaluation to staff and personnel of Child Nutrition Programs. Cost, staffing and facility constraint considerations are included in the 10 lessons which list the lecture/discussion outline, activities, and teacher resources. Corresponding transparency masters and student handouts are also provided.

DESCRIPTORS: Instructional materials; Menu planning; Child nutrition programs; School breakfast; Evaluation

EVALUATION TOOLS: Pre/post test; participatory activities

272 **An instructor's guide to quantity food production.** Phoenix; Arizona Department of Education. 1982.

FORMAT: unnumbered pages in 3 ring binder

FNIC NO.: B-3288

English

ABSTRACT: The "Quantity Food Production" instructor's guide is one of seven modules on the first level of a sequential five level series. Designed to introduce Child Nutrition Program workers to principles and production techniques to quantity food, the course offers 20 contact hours of instruction to achieve competencies, such as the ability to: define common terminology, demonstrate weighing and measuring techniques, adjust standardized recipes, suggest uses for commodity foods, become familiar with small equipment items and demonstrate competence in selected production techniques. Each lesson outlines the lecture or discussion content and lists individual and group activities and resources needed to meet stated objectives. Alternate laboratory activities are suggested to allow students to practice and experiment with new production techniques. Background information for instructors, bibliographies, worksheets, transparency masters and student handouts also are included.

DESCRIPTORS: Instructional materials; Food preparation, quantity; Standardized recipes; Commodities; Cooking equipment (Small)

EVALUATION TOOLS: Pre/posttests; unit review quizzes

273 **An instructor's guide to safety and sanitation.** Phoenix; Arizona Department of Education. 1982.

FORMAT: unnumbered pages in 3 ring binder

FNIC NO.: B-3243

English

ABSTRACT: "Safety and Sanitation" is one of 7 modules included in the first level of a sequential 5 level series designed for Child Nutrition Program staff and personnel. Basic principles of food safety and first aid and sanitation techniques are stressed in 10 lesson plans providing 20 contact hours. Lesson topics include: food-borne illness, personal hygiene, sanitary food handling from buying through service, refuse disposal and pest control, first aid, safe equipment use, and fire safety. Each lesson outlines the lecture or discussion content, activities and resources needed to meet stated objectives. Other resources include instructor's background information, bibliographies, worksheets, transparency masters and student handouts.

DESCRIPTORS: Instructional materials; Food safety; Food sanitation; Foodborne diseases; Hygiene; Pest control; First aid; Fire protection

EVALUATION TOOLS: Pre/post tests; unit quizzes

274 **An instructor's guide to scheduling for maximum efficiency: A course.** Phoenix: Arizona Department of Education. 1982.

FORMAT: unnumbered pages

FNIC NO.: B-3286

SOURCE: Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007

English

ABSTRACT: One of three modules on the third level of a sequential 5 level series, the guide provides 10 lesson plans introducing strategies of scheduling time and personnel to achieve maximum efficiency in food production. Competencies achievable through the 20 contact hour course include the ability to: evaluate a work flow diagram and school food service layout for efficiency of space and equipment utilization; identify and make use of resources of management in the production planning process; develop a food service work schedule; and become familiar with regulations affecting hiring and scheduling of employees. Each lesson outlines the lecture or discussion content and lists individual and group activities and resources needed to meet stated objectives. Background information for instructors, bibliographic worksheets, transparency masters and student handouts also are included.

DESCRIPTORS: Instructional materials; Food service management; Scheduling; Work flow; Kitchen planning and layout; Personnel management

EVALUATION TOOLS: pre/post tests

275 **An instructor's guide to short cuts to quality.** Phoenix: Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3241

English

ABSTRACT: Ten lessons familiarize food service workers with time-, expense- and labor-saving practices in quality food production. The lessons cover: work simplification, short cuts in preparation of baked products, entrees, salads, vegetables, fruits, and sandwichs, and in transporting and serving food. Each lesson oulines the lecture/discussion content, activities and resources needed to meet stated objectives. Also included are instructor's resources (background information, bibliographies, worksheets), transparency masters, and student handouts.

DESCRIPTORS: Instructional materials; Work simplification; Quality control; Productivity

EVALUATION TOOLS: Pre/post tests; class & individual activities

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276 **An instructor's guide to special nutritional needs.** Phoenix; Arizona Department of Education. 1982.

FORMAT: Unnumbered pages in 3 ring binder

FNIC NO.: B-3244

English

ABSTRACT: Special Nutrition Needs is one of 2 modules on the fourth level of a sequential 6 level series and provides 20 contact hours. The instructor's guide outlines 10 lesson plans for staff and personnel of Child Nutrition Programs, focuses on special nutritional needs commonly encountered in student populations and methods required to adjust menus to meet those needs. Topics include: diabetes; vegetarianism; nutrition for the athlete; adolescent pregnancy; over- and underweight; food allergies; lactose intolerance; and nutrition for the developmentally handicapped. Each lesson outlines the lecture or discussion content, and activities and resources needed to meet stated objectives. Other resources included in the guide are instructor's background information, bibliographies, worksheets, transparency masters and student handouts.

DESCRIPTORS: Instructional materials; Nutrition education; Child nutrition programs; Diabetes mellitus; Vegetarian diets; Pregnant adolescents; Obesity; Underweight; Allergy diets; Lactose intolerance; Handicapped children; Dental health

EVALUATION TOOLS: Pre/post test; unit quizzes; evaluation of case studies

277 **Basic arithmetic manual.** Little, Betsy H.; Gwaltney J. Vernon. Richmond; Virginia Department of Education. 1980.

FORMAT: 104 pages

FNIC NO.: E-3504

English

ABSTRACT: A personalized course in basic arithmetic is presented for school food service employees. Arithmetic skills are organized in 11 instructional sessions, sequenced according to a logical grasp of mathematical concepts. These concepts are described in terms of food service applications to promote motivated learning of computations using whole numbers, fractions, percents, decimals and algorithms. Basic math functions are taught by study of measures, recipes conversion, recipe costs, ratio and proportion. Lesson plans, class activities, a diagnostic inventory of arithmetic skills and evaluative tests are designed to cope with the math anxiety experienced by many students.

DESCRIPTORS: Instructional materials; Mathematics; Mathematical applications; Food service workers; Food service training; Inservice courses; Job skills; Measurement; Recipes; Cost accounting; Teaching guides; Curriculum guides

EVALUATION TOOLS: Diagnostic inventory of skills; unit exams; student course/self evaluation

278 **Basic nutrition.** McCool, Audrey C.; Schott, Dana M. El Paso: Texas Education Agency. 1982.

FORMAT: 57 pages in folder, final exam forms & answer keys

FNIC NO.: E-4079

English

ABSTRACT: A correspondence course for school food service personnel provides an alternate route for credit applicable to state certification. The program exceeds the requirements of the Basic Nutrition Unit of the Texas School Food Service Curriculum. Composed of ten sequential lessons, the course deals with topics addressed in Hamilton and Whitney's Nutrition Concepts and Controversies (2nd edition, 1982). Each lesson provides brief introductory material, lists behavioral objectives, reading assignments, exercises (some self-graded and some to be sent to the instructor), and additional references. Student worksheets are included. Successful completion of a midterm and comprehensive final examination is required.

DESCRIPTORS: Instructional materials; Correspondence study; Basic nutrition facts; Food habits; Nutrient requirements; Dietary goals; Weight control

EVALUATION TOOLS: 2 final exams

279 **Broccoli.** Durham, NH: University of New Hampshire. 1979.

FORMAT: videocassette (13 min)

FNIC NO.: AV

English

ABSTRACT: Use of broccoli as a vegetable item in school lunch menus is encouraged in a food service training film. Proper storage and handling techniques which retard spoilage and prevent loss of nutrients are illustrated. Washing, trimming, and preparation of broccoli for cooking are demonstrated. Food service employees must use the correct cooking time to preserve broccoli's color, shape, and texture. Garnishes which enhance broccoli's appeal for school children are suggested. The study guide provides five quantity recipes for broccoli and complementary sauces. Bar graphs indicate calorie content, vitamin C, vitamin A and iron content of raw and cooked broccoli. An 8-item multiple choice self evaluation quiz is included. (Companion piece to salad, roots, and squash videotapes).

DESCRIPTORS: Instructional media; Broccoli; Food preparation; Food storage; Cooking methods; Foods instruction; School lunch; Nutrient values; Nutrient retention

EVALUATION TOOLS: Self evaluation quiz

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280 **Economy in the kitchen: Saving time, energy and money.** Austin; Texas Department of Human Resources. n.d..

FORMAT: 32 page booklet, softbound

FNIC NO.: E-4078

SOURCE: Distribution Coordinator, Media Services Division, 1512-X, Texas Department of Human Resources, P.O. Box 2960, Mail Code 520-A, Austin, TX 78769

English, Spanish

ABSTRACT: The bilingual booklet provides brief, concise hints on kitchen organization, menu planning and evaluation, economical methods for buying, storing and preparing foods, sanitation, personal hygiene and food safety. Calculation methods for adjusting recipes to needed yields and for purchase planning are provided. The appendix includes a listing of peak harvest months for Texas produce, portion size requirements and recipes for use of meat alternates in Child Care Food Programs.

DESCRIPTORS: Instructional materials; Menu planning; Food purchasing; Consumer education; Food storage; Food preparation, quantity; Sanitation; Meat alternates; Recipes

281 **Food management training manual. A training program for school food service workers.** Hartford, CT; Connecticut State Board of Education, Univ. of Connecticut. 1982.

FORMAT: 41 page manual & appendices in looseleaf notebook

FNIC NO.: B-3308

English

ABSTRACT: Sixteen lesson plans, with accompanying handouts, to be used as a training program for food service workers cover basic nutrition, school lunch regulations, merchandising, food preparation and service, sanitation and work simplification. Each lesson lists the amount of time needed and the objective, provides concise factual information for lecture or discussion and suggests individual and class activities for reinforcement.

DESCRIPTORS: Instructional materials; School food service; Regulations; Food preparation, quantity; Sanitation; Work simplification

282 **Food service assistant handbook, 1980-81.** Auburn, Calif; Placer Union High School District. 1981.

FORMAT: 16 page booklet

FNIC NO.: C-2478

SOURCE: Placer Union High School District, 1225 Lincoln Way, P.O. Box 1249, Auburn, CA 93603

English

ABSTRACT: Brief information and guidance are provided in a booklet for new food service assistants and students working in school nutrition programs. Topics include; handwashing; sanitation and safety of equipment and food preparation; food service information (can sizes, portion control) principles of food preparation and labor saving techniques.

DESCRIPTORS: Instructional materials; Food preparation, quantity; Sanitation; Safety

283 **Food service manager training: S training manual: Section III of final report.** Honolulu, HI; Curriculum Research and Development group, University of Hawaii. 1980.

FORMAT: 170 pages

FNIC NO.: E-3856

SOURCE: Deanna D. Helber, Nutrition Education and Training Program Coordinator, State of Hawaii, Department of Education, P.O. Box 2360, Honolulu, HI 96804

English

ABSTRACT: The trainer's manual contains information and materials needed to conduct workshops in basic nutrition and to train food service managers in the delivery of nutrition education. The workshop description includes objectives, organization of current and proposed workshop models, content explanation, suggested presentation techniques and use of evaluation methods. A timetable lists pre- and postworkshop responsibilities of trainers. Expanded outlines of content are provided in chart form and describe session topic, rationale, content and suggested presentation method, operational notes and support materials. Workshop materials include lecture notes, audiovisual masters, handouts and test forms.

DESCRIPTORS: Instructional materials; Curriculum guides; Workshops; Program development; Program administration; Resource materials

284 **Food service techniques course for school food service personnel. School food service personnel curriculum guide.** St. Paul, MN; Minnesota Department of Education. 1982.

FORMAT: 90 pages unbound, incl. USDA booklet

FNIC NO.: B-3354

English

ABSTRACT: A twelve hour course designed to be offered in four 3-hour sessions provides instruction in principles and techniques of effective food service management. The course content included menu planning and evaluating, food purchasing, ordering and receiving, inventory systems, cost control, recordkeeping and public relations. Each lesson plan lists learning activities and resource handouts which supplement the content outline and accomplish stated student outcomes. An instructor information and reference section provides supplementary information, teaching guidelines and one copy of the USDA's "Food Purchasing Pointers for School Food Service." Also included are an evaluation examination, handouts/ worksheets and transparencies.

DESCRIPTORS: Instructional materials; Menu planning; Food purchasing; Food delivery; Inventory management; Cost control; Recordkeeping; Public relations

135

285 **Fundamentals course for school food service personnel.** White Bear Lake; Minnesota Curriculum Services Center. 1982.

FORMAT: 237 pages unbound

FNIC NO.: B-3345

SOURCE: MCSC, 3554 White Bear Ave., White Bear Lake, MN 55110.

English

ABSTRACT: A sixteen-hour introductory course for entry level school food service employees provides instruction in the history and meal pattern requirements of Child Nutrition Programs, basic job skills, use of standardized recipes, serving techniques, and merchandising. The course content is divided into 13 sections, each defining one or more competencies to be achieved. A content outline is provided. Learning activities, resources and handouts (masters included) supplement the outline. An instructor's reference section provides lesson guides and answer keys for the student examination and worksheets. Thirty-six transparency masters are included.

DESCRIPTORS: Instructional materials; Child nutrition programs; Standardized recipes; Meal planning; Merchandising

EVALUATION TOOLS: Evaluation examination

286 **How to mix USDA nonfat dry milk.** T.T.P.I.; Marianas Department of Education. n.d..

FORMAT: poster 8 1/2" x 14"

FNIC NO.: AV

SOURCE: NET Program, Trust Territories of the Pacific Islands

English

ABSTRACT: Directions for reconstituting nonfat dry milk powder for 80 students are written and illustrated on a waterproof, black and white poster. Directions remind food service personnel not to add sugar to milk.

DESCRIPTORS: Instructional media; Nonfat dry milk

287 **Kuka galue lelei: Handbook for cooks.** Pago Pago, American Samoa; Department of Education. 1980.

FORMAT: 15 page booklet

FNIC NO.: C-2469

SOURCE: Hazel A. Johnson, NET Program Coordinator, P.O. Box 3915, Pago Pago, American Samoa 96799

English, Polynesian

ABSTRACT: A manual for food service personnel, in English and Polynesian, sets forth guidelines and regulations for employment in the School Foods Service of American Samoa. Conditions of employment listed include; local and USDA requirements, characteristics of a food service employee and personnel policies.

DESCRIPTORS: Instructional materials; Food service workers; Manuals; Personnel policy

288 **Laboure Junior College--Food service training project. In-service curricula for food service workers and food service managers.** Cole, George; Deaborn, Deborah. Boston; Laboure Junior College. 1981.

FORMAT: unnumbered pages in a 3 ring binder

FNIC NO.: B-3343

ED. LEVEL: Adult education

English

ABSTRACT: A curriculum for inservice training of food service personnel in nonprofit private schools provides learning activity packages (topic outlines, activity sheets, brief narrative information supplemental information sheets) on nutrition, hygiene and sanitation, food service math, quantity food production, menu planning, procurement and merchandising. References and audiovisual resources are listed for each unit. Also included are workshop evaluation and cost accounting forms, sample menus and quantity recipes.

DESCRIPTORS: Instructional materials; Curriculum guides; Basic nutrition facts; Food preparation, quantity; Cost accounting; Merchandising

289 **Meal preparation and service (transparency): The 10 C's of cooking vegetables.** Atlanta; U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 10 p. instructional packet, 12 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept. Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A half hour presentation (accompanies the film (or videotape), "Meal Preparation and Service") teaches day care center food managers, cooks, and day care home providers to identify appropriate and inappropriate vegetable cookery procedures and the effects of these procedures on color, flavor, texture and nutrient content. Included in the packet are: a lesson plan consisting of a content outline, directions for conducting group activities and use of transparencies, and an evaluation method; a handout master and true/false 10-question vegetable cookery quiz.

DESCRIPTORS: Instructional materials; Nutrition education; Vegetables; Cooking methods; Nutrient retention; Color in foods

EVALUATION TOOLS: Quiz

290 **Menu planning and kitchen economy workshop for day care center staff.** Brown, Sally. Austin: Texas Department of Human Resources. 1982.

FORMAT: various pagings, unbound

FNIC NO.: E-3380

SOURCE: Nutrition Education and Training Program, Texas Department of Human Resources, P.O. Box 2960, Mail Code 520-A, Austin, TX 78769

English, Spanish

ABSTRACT: The program includes an instructor's guide, English/Spanish booklet ("Economy in the kitchen: Saving time, energy and money") and handout masters, and provides the principal concepts and procedures of economical nutritious menu planning for day care center staffs. Through mini-lectures, group discussions and exercises, the 3 hour workshop specifically teaches participants to plan appealing meals and snacks to meet the nutritional needs of preschool children while using kitchen economy principles in planning and food purchasing. Instruction is divided into 2 modules each outlined as to content and providing step-by-step directions for conducting the workshop. Resource materials include registration and evaluation forms, activity descriptions and handout masters. The bilingual booklet "Economy in the kitchen..." provides concise textual information on menu planning, food purchase, storage, preparation and sanitation.

DESCRIPTORS: Instructional materials; Child care workers; Child nutrition; Menu planning; Snacks; Food purchasing; Consumer education; Food storage; Food preparation, quantity; Sanitation; Meat alternates; Recipes

EVALUATION TOOLS: Participant evaluation form, objective test

291 **NET funded school food service training through Southwest Virginia Community College for June 1979-June 1981; An evaluation.** Van Hook, Harold.; Medlin, Christine. Richlands, VA: Southwest Virginia Community College. 1981.

FORMAT: 37 pages, spiral bound

FNIC NO.: E-4108

English

ABSTRACT: Part I of the 3 part report describes the inception, funding, development and design of the Cafeteria Management Program for 306 food service workers in the Appalachian region of Virginia. Part II provides brief summaries of program evaluation survey data from students, principals and food service division supervisors. Part III projects implications for the community college resulting from the NET project. The appendices include student worksheets, sanitation exercises and checklist, a food quality score sheet and program evaluation questionnaires.

DESCRIPTORS: Instructional materials; Program evaluation; Nutrition Education and Training Program

282 **Nutrition comes alive, food service.** Kurowski, Karen. Ithaca, NY; Cornell University. 1980.

FORMAT: kit including recipes, 6 posters, handouts, etc.

FNIC NO.: AV

English

ABSTRACT: A curriculum package encourages food service staff to improve school lunch programs by making their cafeterias into centers for nutrition education. Food service techniques, basic nutrition facts and suggestions for a nutrition campaign are described in colorful posters for decorating lunchrooms, and handouts in and activity sheets for use in elementary school food service. Weekly nutrition features for a cafeteria campaign cycle include "The Whole-Grain Way," "The Vegetable Way to Vitamin A," and "Think What You Drink." Menu items are suggested which stress the nutrient or nutrition concept highlighted that week; recipe cards for broccoli cheese bake, baked brown rice, oatmeal applesauce muffins, tamale pie other dishes emphasize nutritional recommendations. Clip and send coupons for nutrition education items also are provided.

DESCRIPTORS: Instructional media; Curriculum guides; Food service training; Nutrition education; School lunch programs; Basic nutrition facts; Nutrition information; Nutrition concepts; Recipes; Educational programs

283 **Nutrition education and training manual for teachers and school food service personnel of Kentucky schools.** Lexington; University of Kentucky, Department of Nutrition and Food Science. 1979.

FORMAT: 416 pages in binder

FNIC NO.: E-3061

SOURCE: Faye Lowe, NET Coordinator, Division of Program Development, State Department of Education, Frankfort, KY 40601

ED. LEVEL: Teacher education

English

ABSTRACT: A reference and instructional manual provides resource information and lesson plans for teachers and school food service personnel. Basic nutrition concepts and information are included in the nutrition principles section. Another section provides information and assistance for the food service manager: principles of food service, storage and preparation and lesson plans to be conducted by the foood service manager. Integrated lesson plans for classroom use are divided into grade levels K-3, 4-6, 7-9 and 10-12 and provide concepts, objectives, references and teaching strategies. An annotated list of teaching aids, resource materials, resource persons, and professional and trade organizations is provided for teachers, food service personnel and students.

DESCRIPTORS: Instructional materials; Reference materials; Lesson plans; Worksheets

294 **Nutrition education and training project for food service personnel. (Fiscal year 1981-1982).** Auburn, CA: Placer Union High School District. 1982.

FORMAT: 242 pages, spiral bound

FNIC NO.: B-3307

English

ABSTRACT: A curriculum guide provides six workshops for entry level food service assistants (K-12, Head Start and Child Care Centers). Six 3-day workshops or 36 three hour lessons cover the following topics: nutrition, safety and sanitation child nutrition, quantity food preparation, nutrition education and the food service manual. Student information handouts and worksheets are provided.

DESCRIPTORS: Instructional materials; Nutrition education; Food sanitation; Food preparation; Child nutrition; School lunch

EVALUATION TOOLS: Pre/post test

295 **Nutrition education and training project for food service personnel. Instructor's manual.** Auburn; Placer Union High School District, California Department of Education. 1982.

FORMAT: 233 pages in 3 ring binder

FNIC NO.: B-3306

English

ABSTRACT: Lesson plans and instructional aids for 36 independent 3-hour lessons, divided among six workshops, can prepare entry level food service assistants to implement sound food preparation, safety and sanitation practices in their work setting and actively promote nutrition education in the school and community. Suggestions are included for reducing lessons to 1/2 to 1-hour segments. Instructional steps outline topics and concepts to be covered by the instructor and procedures for lesson activities. Optional quizzes, handouts and worksheet masters are provided for each workshop. Workshop topics are: Basic Principles of Nutrition; Safety and Sanitation; Menu Planning and Food Buying for Child Nutrition Programs Quantity food preparation Techniques; Public Relations Skills for Nutrition Education; and Effective Use of the Food Service Manual.

DESCRIPTORS: Instructional materials; Curriculum guides; Workshops; Basic nutrition facts; Sanitation; Food safety; Menu planning; Purchasing; Nutrition education; Food preparation, quantity

EVALUATION TOOLS: Pre/post tests; quizzes

296 **Nutrition education training project for food service personnel. (Fiscal year 1980-1981).** Auburn, CA: Placer Union High School District. 1981.

FORMAT: 242 pages

FNIC NO.: S-3198

English

ABSTRACT: The instructor's curriculum guide provides three hour lessons designed to prepare entry level food service assistants at all levels to implement sound food preparation, safety, and sanitation practices in the work setting and to begin nutrition education in the school and community. Lessons may be divided into six three-day workshops (eighteen six-hour days) or individual lessons. Workshop topics include: nutrition; safety and sanitation; child nutrition; quantity food preparation; public relations and nutrition education; and the food service manual. Each workshop plan lists lesson objectives, guidelines for instruction and suggested activities, such as a pre/post test, worksheets and quiz questions. Accompanying student manuals also are available.

DESCRIPTORS: Instructional materials; Workshops; Food sanitation; Child nutrition; Food preparation, quantity; Nutrition education

EVALUATION TOOLS: Pre/post test (32 multiple choice, 6 T/F answer key)

297 **Nutrition education: A slide tape packet for three levels of food service operational personnel.** Indiana, PA: Indiana University of Pennsylvania. 1980.

FORMAT: 63 pages, 208 slides, 3 audiotapes in a binder

FNIC NO.: AV

English

ABSTRACT: A multi-media approach to nutrition education provides slides, cassette taped narration script lesson plans, with suggested activities, student handouts and pre and post tests for each of three segments. Segment I teaches basic nutrition: nutrients and their sources and functions in the body. Segment II covers food handling: nutrient stability, receiving, storage, preparation, and cooking practices. Segment III centers on childrens eating habits, menu planning and development of a total school nutrition education program.

DESCRIPTORS: Instructional materials; Instructional media; Nutrition education; Food handling; Nutrient retention; School food service

298 **Nutrition I course for school food service personnel.** St. Paul, MN; State of Minnesota Department of Education. 1982.

FORMAT: 68 pages, unbound & pamphlets

FNIC NO.: B-3355

English

ABSTRACT: A twelve-hour course designed to be offered in four 3-hour sessions provides instructional guidelines and materials to aid food service personnel develop an interest in and understanding of basic nutrition. The course content includes nutrients and their function in the individual diet, calories and weight control, food faddism and misinformation and evaluation of nutrition information. Each lesson plan lists learning activities and resources/handouts which supplement the content outline and fulfill behavioral objectives. An instructor's reference section provides additional background information, pamphlets and the Dairy Council "Nutrition Source Book." Also included are transparencies, student handouts/worksheets and a final evaluation examination.

DESCRIPTORS: Instructional materials; Basic nutrition facts; Nutrient functions; Nutrient requirements; Caloric modifications; Weight control; Food fads; Misinformation

EVALUATION TOOLS: Pretest; evalution examination

299 **Organization and management: Correspondence course.** McCool, Audrey C.; Schott, Dana M. El Paso; Texas Education Agency. 1982.

FORMAT: 68 pages in folder

FNIC NO.: E-4073

English

ABSTRACT: A correspondence course for school food service personnel provides an alternate route to obtain credit applicable to state certification. The course complies with the Organization and Management unit of the Texas school food service curriculum providing background knowledge of the history and development of the school food service program and an introduction to the basic functions of management. Special emphasis is placed on managerial functions necessary for successful meal service and development and use of job analyses, job descriptions and job specifications. Eight lessons are included, each providing brief background information, behavioral objectives, learning experiences, (readings and projects assigned) and exercises to be completed and sent to the instructor. Additional references also are listed.

DESCRIPTORS: Instructional materials; School food service; History; Management skills; Organization; Job analysis

EVALUATION TOOLS: Mid-term exam; final exam

300 **Planning your menu (transparency): What the USDA meal pattern means.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: 3 transparencies, 10 food model cards,

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute presentation accompanying the film (or videotape), "Planning Your Menu" is designed to help day care home providers, center directors and teachers, food managers and cooks understand the USDA Meal Pattern requirements and appropriate serving sizes for children. The lesson plan lists the desired behavioral outcome, content outline, directions for conducting group and individual activities, handouts/visual aids to be used, evaluation process and additional helpful resources. Other resources in the packet include: USDA Food Component transparencies, Dairy Council food model cards and guide, handout masters (portion sizes for breakfast, lunch and supplemental foods and infants), the USDA's M Guide for School Food Service and Planning Guide for Food Service in child Care Centers.

DESCRIPTORS: Instructional materials; Child care workers; Preschool children (2-5 years); Child nutrition programs; Meal planning; Snacks

301 **Please do not smoke in the kitchen where you fix our food.** Saipan: Trust Territories of the Pacific Islands.

FORMAT: poster 17" x 21 1/2"

FNIC NO.: AV

SOURCE: NET Program, Trust Territories of the Pacific Islands

English, Polynesian dialects

ABSTRACT: A glossy color photograph of two elementary school girls at the lunch serving line discourages smoking in the food preparation area. Title message appears in large print in English and below in Polynesian dialects (Trukese, Marshallese, Kosraean, Yapese, Palauan, Ponapean).

DESCRIPTORS: Instructional media; Food sanitation; Smoking

302 **Project outreach.** Tucson; Arizona University. 1979.

FORMAT: 37 pages

FNIC NO.: E-3418

ED. LEVEL: Professional education

English

ABSTRACT: Two-day workshops in nutrition education and food service training reached 52 school food service personnel in 6 outlying Arizona school districts for whom inservice education opportunities had been unavailable. Workshop objectives emphasized nutrition, menu planning, sanitation and safety, quantity food purchasing, preparation and service, and interpersonal relations. Local community leaders attended, and eligible participants received eight hours of certification credit. Pre- and posttest evaluation indicated improvements in worker attitudes, efficiency and knowledge which may contribute to better school lunch programs and healthier school children. The workshops also provided professional growth opportunities for school food service employees in isolated areas.

DESCRIPTORS: School food service; Food service workers; Nutrition education; Inservice programs; Workshops; Work attitudes; Nutrition knowledge; Work experience programs; Outreach

303 **Roots.** Durham, NH; University of New Hampshire. 1979.

FORMAT: videocassette (11 min)

FNIC NO.: AV

COST: $40.00; additional study guides $1.00

English

ABSTRACT: The use of root vegetables in school food service menus is encouraged due to their nutrient value. Food service workers are shown how to pick the best quality of fresh beets, carrots, parsnips, potatoes, sweet potatoes, turnips, rutabagas, and onions. Proper storage, handling, and preparation techniques which retard spoilage and prevent nutrient loss are illustrated. A variety of uses are demonstrated such as, braised carrots vichy, sweet potato puffs, and glazed parsnips. A study guide includes root vegetable quantity recipes, tips on storage and preparation, and bar graphs of vitamin C and vitamin A and calorie content. Learning can be checked with the self evaluation multiple choice quiz. (Companion piece to salad, broccoli and squash videocassettes).

DESCRIPTORS: Instructional media; Food service training; Root, tuber and bulb vegetables; Food preparation; Food storage; Cooking methods; Foods instruction; School lunch; Nutrient values; Nutrient retention

EVALUATION TOOLS: Self evaluation quiz

304 **Salads.** Durham, NH: University of New Hampshire. 1979.

FORMAT: videocassette (15 min)

FNIC NO.: AV

English

ABSTRACT: Use of salads in school lunch menus is encouraged due to their high nutritional quality, color, versatility and year-round availability. Salads, consisting of the body plus dressing and garnish, can be selected from a wide variety of greens, vegetables, and fruits to make appealing combinations. Proper storage, handling, and preparation techniques necessary to prevent nutrient losses are described. Delicious salads for school lunches are shown being prepared. These include an apple-spinach salad with orange yoghurt dressing, a zucchini-limer gelatin salad, marinated 3-bean salad, and a salad plate served with eggs, luncheon meats, and macaroni. Recipes for some of these items plus additional serving suggestions, and bar graphs of vitamin A and vitamin C content of salad greens are included in the study guide. (Companion piece to broccoli, roots, and squash videotapes).

DESCRIPTORS: Instructional media; Salads; Food preparation; Food storage; On-site preparation; Foods instruction; School lunch; Nutrient values; Nutrient retention

EVALUATION TOOLS: self evaluation quiz

305 **Sanitation and food safety course for school food service personnel.** St. Paul, MN: State of Minnesota, Dept. of Education. 1982.

FORMAT: 138 p. unbound; 60 slides

FNIC NO.: B-3408

English

ABSTRACT: Sanitation and food safety fundamentals for school food facilities are contained in a 16 hour competency-based program designed for all levels of food service personnel. Specific topic areas, supplemented with 60 informative/illustrative slides, include; causes of foodborne illness; personal hygiene requirements; regulations governing food service facilities; equipment (selection, storage, sanitation) requirements; pest control; quality assurance; and management of sanitary operations. The curriculum guide provides 4 sections; a course content outline based on specific desired outcomes; an instructor's guide with teaching points and background information; student handout masters; and evaluation instruments and practical exercises.

DESCRIPTORS: Instructional materials; Sanitation; Food safety; Food quality; Foodborne diseases; Quality Assurance (QA); Hygiene; Pest control; Equipment selection; Equipment maintenance

EVALUATION TOOLS: Evaluation instruments

306 **Sanitation posters: "Washing dishes"; "Don't forget".** T.T.P.I.; Marianas Department of Education. n.d..

FORMAT: 2 posters 17" x 21 1/2"

FNIC NO.: AV

SOURCE: NET Program, Trust Territories of the Pacific Islands

English

ABSTRACT: Glossy black and white drawings with simple descriptions illustrate a 3-step dishwashing and disinfecting procedure using minimal equipment. The second poster reminds food service workers to cover food, wash hands, serve food just before it is to be eaten, and clean equipment to improve its function and extend its life.

DESCRIPTORS: Instructional media; Dishwashing; Food sanitation; Hygiene

307 **School food service posters (Pacific Islands).** Saipan; Marianas Department of Education. n.d..

FORMAT: 3 posters 17" x 21 1/2"

FNIC NO.: AV

SOURCE: NET Program, Trust Territories of the Pacific Islands

English

ABSTRACT: Glossy black and white drawings illustrate examples of Type A lunches for elementary and high school students and Type A breakfasts using foods common to the Pacific Islands.

DESCRIPTORS: Instructional media; Type A lunch; School breakfast; Portion size

308 **School food service quantity food production.** Durham, NH; University of New Hamphire. 1980.

FORMAT: 77 pages

FNIC NO.: E-3711

English

ABSTRACT: A training manual for school food service workers and managers is designed to upgrade basic understanding of school lunch patterns and cafeteria functions. The material is presented in 7 modules, covering: child nutrition programs; management of menus and personnel; cafeteria environment; quantity food production; customer service; equipment use and maintenance; and special menus. The rationales of and objectives for each section are outlined to aid in identifying and solving problems. The objectives of the training program are twofold: to provide better nutrition for school children in an enjoyable atmosphere; and to increase cost efficiency through better utilization of personnel, equipment, and supplies.

DESCRIPTORS: Instructional materials; Study guides; Food service training; Food service management; School food service; Child nutrition programs; Food preparation, quantity; Cafeterias

308 **School food service training program. Suggested curriculum and course recommendations.** Texas School Food Service Association. 1980.

FORMAT: 95 pages in folder

FNIC NO.: E-4074

English

ABSTRACT: A training manual to be used by educational program developers, instructors of classroom or inservice training workshops or educational activities planners offers ten nonsequential courses designed to encourage professional growth of school food service employees. Each course consists of a grouping of interrelated subjects matter divided according to major goals. Suggestions for student and instructional activities to achieve stated behavioral objectives are listed. Evaluation strategies also are offered. Topic areas include Food Preparation and Menu Planning, Basic Nutrition, Sanitation and Safety, Food Production, Organization, Personnel Management, Purchasing, Receiving and Storage, and Financial Management. Preceding each course are recommendations for the total number of instructional hours needed, division of course materials if it is to be used for short term programs, teachers' resource materials and appropriate visual aids.

DESCRIPTORS: Instructional materials; Lesson plans; Learning activities; Food preparation; Basic nutrition facts; Food sanitation; Food safety; Personnel management; Food fads; Financial management

310 **School food services manual.** Bismarck; Department of Public Instruction. 1979.

FORMAT: various pagings, unbound

FNIC NO.: E-4056

SOURCE: University of North Dakota, Division of Continuing Education, Dept. of Correspondence Study, Grand Forks, ND 58202 OR Supply Room, Dept. of Public Instruction, 11th Floor, State Capitol, Bismarck, ND 58505

English

ABSTRACT: The illustrated manual provides information for North Dakota's school food service personnel and is the text for the School Food Service Personnel Correspondence course. Topic areas include: school food service programs (history, administration and policies), food service management, menu planning, food purchasing and handling, food preparation, sanitation and safety, nutrition, nutrition education, equipment use and maintenance, and energy conservation.

DESCRIPTORS: Instructional materials; Manuals; School food service; School lunch programs; Menu planning; Food service management; Sanitation; Safety; Nutrition education; Equipment maintenance; Energy conservation

311 **Slide/tape training units for school food service managers.** Indianapolis: Indiana Department of Public Instruction. 1982.

FORMAT: 10 p. unbound

FNIC NO.: E-4191

English

ABSTRACT: A resource manual lists, describes, and tells how to obtain audiovisuals from the Indiana Statewide Materials Support System. Slide/tape units, developed by Purdue University's Department of Restaurant, Hotel and Institutional Management, are intended for use with managerial or supervisory food service persons in child nutrition programs and consist of 35 mm slides, cassette tapes and handout masters. Multiple lesson units cover Basic Nutrition, Menu Planning, Student Preferences and Merchandising, Public Relations, Employee Training and Standardized Recipes with single lessons on portion control, sanitation, receiving and storage, time management, parental involvement, performance appraisal and effective interviewing. An annotated list of 22 motion pictures also is included.

DESCRIPTORS: Instructional materials; Resource guides; Resource materials; Audiovisual instruction; Food service management; Basic nutrition facts; Time management; Parent participation; Public relations

312 **Solving people problems course for school food service personnel.** St. Paul, MN: State of Minnesota, Dept. of Education. 1982.

FORMAT: 118 p. unbound with 41 slides

FNIC NO.: B-3409

English

ABSTRACT: An inservice education program for school food service management personnel provides basic information and emphasizes problem solving methods in the areas of work psychology, job descriptions, employment practices, performance appraisal, discipline and labor relations. Divided into 4 sections, the curriculum provides an instructional outline of content relating to specific learning outcomes, supplemental informative slides, background information and teaching points for instructors, student handout masters and evaluation instruments.

DESCRIPTORS: Instructional materials; Personnel management; Job descriptions; Employment practices; Performance appraisal; Labor relations

EVALUATION TOOLS: Evaluation instruments; progress tests

313 **Squash.** Durham, NH; University of New Hampshire. 1979.

FORMAT: videocassette (8 min)

FNIC NO.: AV

English

ABSTRACT: Winter or summer squash, available year round makes a versatile addition to school lunch menus. Proper storage and handling techniques which retard spoilage and prevent nutrient loss are demonstrated. Such cooking methods as steaming under pressure, simmering, baking, and stir frying are illustrated. Recipes for sample squash dishes, including "zucchini sprout salad," "baked acorn squash rings stuffed with meat," and "butternut-apple-bacon bake" and others are included in the study guide. Bar graphs compare vitamin A, vitamin C, and calorie content of summer and winter squash varieties. (Companion piece to salad, broccoli and roots videocassettes).

DESCRIPTORS: Instructional media; Squash; Food preparation; Food storage; Cooking methods; Foods instruction; School lunch; Nutrient values; Nutrient retention

EVALUATION TOOLS: Self evaluation quiz

314 **Supervisory management course for school food service personnel.** St. Paul: State of Minnesota, Dept. of Education. 1982.

FORMAT: 121 pages, 31 slides

FNIC NO.: E-3903

English

ABSTRACT: A twelve hour set of in-service education modules for school food service management personnel develops practical applications of management principles and theories in the topic areas of: leadership techniques and styles, principles of effective communication and delegation function, time and productivity management, and decision-making processes. Adaptable to varying in-class time restraints, the guide is divided into four main sections: (1) instruction outline of content relating to specific learning outcomes, (2) instructor's information, i.e., teaching points and necessary background information, (3) student handout masters and (4) evaluation instruments. Thirty-one slides also are included.

DESCRIPTORS: Instructional materials; Leadership training; Communication skills; Delegation; Time management; Productivity; Decision making

EVALUATION TOOLS: Final exam; short progress quizzes, student course critique

315 **The Alum Rock food service training program.** San Jose: Alum Rock Union Elementary School District. 1981.

FORMAT: 30 instructional guide; 5 volumes instructor's guide

FNIC NO.: B-3368-72

SOURCE: Food Services Department, Alum Rock Union Elementary School District, 2930 Gay Ave., San Jose, CA 95127

COST: $200.00

English

ABSTRACT: The sequential training program is designed to: upgrade skills and knowledge and increase self esteem and confidence of child nutrition program personnel; integrate nutrition education into the food service program; and operate staff training cost effectively. The 30 modules, aimed at meeting the needs of adult learners, are organized into four units of instruction---food production and service, program management (menu planning, purchasing, financial management), personnel management and basic nutrition and nutrition education. Each module introduces and develops one main concept of the unit in a 90-minute instructional program. The format of each module is the same, consisting of a rationale for development of the concept, four to six measurable perfomance objectives, one of a variety of content presentation methods, a small group activity, an on-site application of the instructional learning (to be completed in the participants' school kitchen) and evaluation guidelines for the instructor. The accompanying instructor's guide provides information on management, conduct and evaluation of the program, adaptation of the program for other situations and sample agendas for the participant orientation workshop.

DESCRIPTORS: Instructional materials; Food preparation, quantity; Menu planning; Financial management; Personnel management; Basic nutrition facts; Nutrition education

EVALUATION TOOLS: Pre/post survey questions; on site evaluation criteria; participant evaluations of class and on-site activity

316 **The cafeteria as a learning laboratory.** Springfield: Illinois State Board of Education. n.d..

FORMAT: 12 pages

FNIC NO.: E-3917

English

ABSTRACT: A guide for food service employees is designed to aid in planning and implementing a cafeteria nutrition education program in cooperation with the classroom teacher. A brief history of the school lunch program, a description of desirable qualities of food service personnel and characteristics of students in grades K-12, provide background for the representative variety of nutrition education activities offered. Suggestions include: talks by the food service employees, field trips, classroom and schoolwide activities on a wide range of food, nutrition and food service topics. A resource section lists Illinois personnel and materials available to assist in the local nutrition eduction program and addresses of national organizations and companies which could provide appropriate print materials.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

Teacher Education

317 **A competency-based team approach to nutrition education for school food service personnel, health educators, and elementary classroom teachers, grades 1-6.** Tallahassee: Florida Department of Education. 1975.

FORMAT: various pagings in a 3 ring binder

FNIC NO.: B-3327

SOURCE: Department of Education Resource Center, Knott Bldg, Tallahassee, FL 32301

ED. LEVEL: Food service training

English

ABSTRACT: A set of plans provides background information and activities for a five day workshop for school food service personnel, health educators and elementary classroom teachers. Major emphases of the workshop are: development of a team approach to nutrition education; interpersonal skills; instructional skills; nutrition content material; and instructional approach. Daily agendas are outlined and provide background information and activities. Two days' activities are devoted to interpersonal skills, one day to instructional skills and the final two days to development of "back home action plans." Nutritional content units are self-paced study units intended as a basic resource of information and ideas. Nutrition content topics include: (1) nutrients and their sources, (2) characteristics of normal growth and development of children, (3) relationship between nutrition and personal health, and (4) food selections to meet nutritional needs.

DESCRIPTORS: Instructional materials; Workshops

318 **A guide to nutrition education for the preschool teacher.** Tallahassee: State of Florida Department of Education. n.d..

FORMAT: 14 pages

FNIC NO.: C-2452

English

ABSTRACT: A teacher's guide introduces the curriculum to the preschool teacher, describes characteristics of 3- and 4- year olds, describes NET goals and teaching approach and provides a chart outlining the recommended scope and sequence of nutrition education from preschool through grade 12. Suggestions for ways to include parents in the program are offered. Guidelines also are given for reasons to incorporate cooking, field trips and other experiences into nutrition activities.

DESCRIPTORS: Instructional materials; Nutrition education; Guidelines; Nutrition Education and Training Program

319 **A staff development program in nutrition/health education.** Marshall, Irene. North Clackamas, OR; School District 12. 1980.

FORMAT: 160 pages

FNIC NO.: E-3595

English

ABSTRACT: A workshop course aims at promoting nutrition and health via the classroom teacher. The 10 sessions (30 hours) for staff development in nutrition education cover a 13-week study period and may be taken for graduate credit. Three goals of the training program are defined: 1) to develop nutrition awareness; 2) to develop an expanded nutrition component of health education curricula; and 3) to coordinate the school food service program and health curriculum. Personnel organization, structure, components, planning, administration, and outcomes of the course are described. The course is applicable for public and private school and day care center staff. Specific subject areas making up the course content include menu planning; health effects of foods and drugs; weight control snacks; disease prevention; food advertising; food selection; self-concept; emotions and stress; exercise, activity and fitness; and sugar and dental care.

DESCRIPTORS: Instructional materials; Training reports; Nutrition education; Health education; Educational development; Curriculum development; Inservice courses; Program planning; Program administration

320 **Annotated bibliography of selected nutrition eduction materials.** Thayer, Margaret.; Zimmerli, Gail. Farmington, ME; Health Education Resource Center, University of Maine. 1981.

FORMAT: 202 pages in 3 ring binder

FNIC NO.: B-3338

ED. LEVEL: Elementary grades, Secondary grades

English

ABSTRACT: A resource for elementary and secondary teachers, the bibliography identifies and evaluates selected nutrition education materials. Information is provided regarding the integration of materials into other curriculum areas and price. Items are annotated and listed according to media type (movies, filmstrips, videocassettes, books, pamphlets, student materials, teacher resources) and appropriate grade span. Items are indexed according to title, topic and curriculum area. A source list provides names and addresses of producers and publishers from which materials can be obtained.

DESCRIPTORS: Instructional materials; Reference materials; Resource guides; Audiovisual aids; Resource materials

321 **Basic nutrition education kits for public school systems.** Nashville; Tennessee State Department of Education.

FORMAT: 7 pages unbound

FNIC NO.: E-3988

English

ABSTRACT: A list of materials provided in Tennessee's basic nutrition education kits includes quantity and cost as well as bibliographic information, suggested audience and abstracts of print materials and visual aids.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Resource materials

322 **Bibliography for the NET resource center: Nutrition education and training project and addendum.** Philadelphia: Office of Curriculum & Instruction, School District of Philadelphia. Bibliography-1980; addendum-1981.

FORMAT: 2 booklets, 29 page bib & 14 page addendum

FNIC NO.: E-4062

ED. LEVEL: Professional education

English

ABSTRACT: A bibliography and addendum of materials available to educators from the NET Project Resource Center in Philadelphia, PA lists a limited number of journal and monograph references (for researching topics of concern to the curriculum or unit planner). Curriculum planning guides, activities (games, books, teaching aids) and audiovisuals are listed divided according to school levels, along with teaching tools for use in supplementing a curriculum or teaching unit.

DESCRIPTORS: Instructional materials; Reference materials; Resource guides;

323 **Bibliography of nutrition education materials and recipe references. (Please Pass the Nutrition series).** San Jose: San Jose Unified School District. 1979.

FORMAT: 51 pages

FNIC NO.: E-4192

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, California 95126

COST: $7.50

ED. LEVEL: Adult education

English

ABSTRACT: The reference guide lists materials and recipes proven to be effective support to the "Please Pass the Nutrition" curriculum for grades K-4. Included is an annotated collection of: recommended films, filmstrips, pamphlets and posters and their sources; adult resource books, professional journals, cookbooks and children's food/nutrition storybooks; and curriculum materials available from professional, governmental and commercial sources. Tested, nutritious recipes suitable for classroom use are provided.

DESCRIPTORS: Instructional materials; Nutrition education; Primary grades; Bibliographies; Films; Government publications; Recipes

324 **Choose well, be well.** Sacramento: California State Department of Education. 1982.

FORMAT: motion picture (18 min; 16 mm).

FNIC NO.: AV

English

ABSTRACT: A 20-minute film promotes and explains the Choose Well, Be Well nutrition education curriculum for upper elementary grades in California. Background information on the relationship of food choices and physical health leads into a description of the integrated curriculum of lesson plans based on California's Health Instruction Framework. Structured, sequential learning experiences are correlated with developmental stages so that each topic is linked to proficiencies appropriate for the grade level. Successful lessons reinforce previous experiences and are designed to team the teacher with food service personnel to provide nutrition information, discussion and values awareness.

DESCRIPTORS: Instructional media; Nutrition Education and Training Program; Information dissemination; Educational programs

325 **Evaluation report of the nutrition education and training program in North Carolina--Pre-K through grade six.** Raleigh: Division of Research & Child Nutrition, North Carolina Department of Public Instruction. 1980.

FORMAT: 164 pages

FNIC NO.: E-4053

ED. LEVEL: Professional education

English

ABSTRACT: The report provides analysis and evaluation of: nutrition attitudes and nutrition knowledge of all target groups (teachers, supervisors, food managers, students, child care consultants and non-public representatives), the student plate waste study and in-service activities for teachers and managers between October 1978 and May 1980. Also included is a status report of curriculum materials, teaching aids and other program activities, a summary of the North Carolina NET program, conclusions and recommendations for improving the program.

DESCRIPTORS: Reference materials; Program evaluation; Nutrition knowledge; Attitudes

326 **Fit for life program; a commitment to fitness. Teacher's edition of curriculum guide, and teachers edition of student workbook.** West Lafayette: Purdue Research Foundation, Purdue University. 1981.

FORMAT: 2 volumes, spiral bound-130 p. and 151 pages bound

FNIC NO.: E-4006/E-4005

English

ABSTRACT: Instructional materials (information, charts, fill-in-the blanks) for secondary students are provided in a program which addresses aerobic fitness and weight control. Unit 1--Assessing fitness--provides a variety of methods for evaluating current physical state. Unit 2--Finding fitness--offers guidelines for exercise and eating, sources and functions of nutrients, exchange lists and their use, food and activity diaries and fad diet analysis. The teacher's edition workbook provides student workbook materials with answers.

DESCRIPTORS: Instructional materials; Secondary grades; Weight control; Physical fitness; Nutrition education

327 **Food and nutrition education: Its relationship to five school curricula.** St. Paul; Division of Home Economics Education-University of Minnesota. 1981.

FORMAT: 145 pages, spiral bound

FNIC NO.: E-4036

ED. LEVEL: Adult education

English

ABSTRACT: The document is the result of educators efforts to determine the relationship between the concept of nutrition education and five areas of curricula: social studies, health, physical education, science and home economics. Four items are contained in each curriculum area section. The first item is a short offering statements of rationale or purpose for combining a curricular area with nutrition education. The second chart in each curricular section area relates learner outcomes (from Minnesota State Department of Education) and related nutrition concepts. Two sample lesson plans for secondary students are included in each section to illustrate development of concepts listed. Suggestions for nutrition education-related independent study or school based projects for teachers complete the curricula unit section.

DESCRIPTORS: Instructional materials; Educational planning; Curriculum planning; Nutrition education; Integrated curriculum

328 **Food for thought.** Lambiase, Lisa; Golay, Jenny. Santa Rosa, CA; Community Child Care Council. n.d..

FORMAT: 70 pages

FNIC NO.: E-3023

English, Spanish

ABSTRACT: As a companion to the preschool Food for Growth nutrition lessons, the resource manual provides background material for parents, day care providers and teachers in English and Spanish. It is composed of 3 sections: (1) teaching methods and material suggestions; recognition of common nutrition and eating problems, (2) background notes for lesson preparation with self check questions, and (3) recipes from participants and friends of the local NET project.

DESCRIPTORS: Instructional materials; Parent education; Resource materials

EVALUATION TOOLS: Quiz yourself sections; short answer/sample responses in appendix.

155

328 **Food is elementary.** Bursey, Robert G.; Shirley, Cathy B. Columbia, SC: South Carolina State Department of Education. 1981.

FORMAT: 313 pages

FNIC NO.: B-3358

English

ABSTRACT: The handbook provides course-related information, learning modules for grades 1-6, a resource guide and other instructional materials for a graduate level nutrition education course offered to South Carolina elementary school teachers. Using the textbook, Nutrition Concepts and Controversies, lectures, activities and instruction strategies, participants learn: biochemical and metabolic functions of nutrients; how American lifestyles affect food habits; status of food and nutrition knowledge of South Carolina school children; techniques for writing lesson plans for specific grade levels; and approaches to use when incorporating nutrition objectives into other academic disciplines. The detailed resource catalogue describes appropriate media and resources--their cost, source and availability for classroom use.

DESCRIPTORS: Instructional materials; Nutrition education; Basic nutrition facts; Nutrient requirements; Food habits; Lesson plans; Teaching methods

EVALUATION TOOLS: Posttest

330 **High feather, promo film.** Albany: New York State Education Department. 1980.

FORMAT: videocassette (15 min)

FNIC NO.: AV

ED. LEVEL: Adult education

English

ABSTRACT: An introduction to High Feather summer camp, and 8 highly individual campers and their counsellors, is designed to present the objectives of the film series "High Feather" to teachers and other educators. Each camper characterizes certain habits, talents and problems; the underlying theme revolves around the building of good nutrition and exercise habits. Clips from the 10 program components show the action, excitement, adventure, and entertainment engendered in the search for good health and fun.

DESCRIPTORS: Instructional media; Basic nutrition facts; Interpersonal relationship; Physical fitness; Diet improvement; Teaching guides

331 **Integration of nutrition education in elementary curriculum. (Please Pass the Nutrition Series).** San Jose: San Jose Unifed School District. 1981.

FORMAT: 12 page booklet

FNIC NO.: C-2519

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, California 95126

ED. LEVEL: Adult education

English

ABSTRACT: A promotional brochure describes the resources available in the elementary level nutrition education curriculum developed by the San Jose Unifed School District Program goals and concepts are briefly described and an annotated list of curriculum guides, supplemental manuals and activity materials is provided.

DESCRIPTORS: Instructional materials; Nutrition education; Resource materials; Curriculum guides; Educational games; Classroom materials

332 **Minnesota teachers' resource guide to nutrition materials k-12.** St. Paul: Minnesota Department of Education. 1980.

FORMAT: 94 pages, spiral bound

FNIC NO.: E-4019

English

ABSTRACT: Twenty-four print and 86 non-print items, available through the South Central (Minn.) Educational Cooperative Service Unit are evaluated and recommended for classroom use. Each entry provides bibliographic information, designations for age groupings and subject areas, a publisher's annotation, teacher's review and identification of nutrition concept(s) promoted by the material. Most materials reviewed were developed after 1974. Also listed are sources of inexpensive instructional materials, services provided by the Dairy, Food and Nutrition Council of Minnesota and a listing of materials available but not previewed or selected.

DESCRIPTORS: Instructional materials; Audiovisual aids; Resource guides; Nutrition education; Audiovisual instruction

EVALUATION TOOLS: Sample materials, evaluation form

333 **NET bibliography.** Columbus: Franklin County Department of Education. 1981.

FORMAT: unnumbered pages, unbound

FNIC NO.: E-4051

English

ABSTRACT: Holdings of the Franklin County Department of Education are listed alphabetically within media groupings: books, films, filmstrips, games/activities, pamphlets, periodicals, posters, Congressional hearing reports, statements, lectures and article reprints. Items within the first four groupings are abstracted briefly.

DESCRIPTORS: Instructional materials; Reference materials; Bibliographies; Nutrition education

334 **New Jersey nutrition education field trip guide.** Trenton: New Jersey Department of Education. n.d..

FORMAT: 23 page booklet, unbound

FNIC NO.: E-4042

SOURCE: Regional Educational Improvement Centers of New Jersey

English

ABSTRACT: The guide suggests field trip sites useful in reinforcing classroom nutrition education activities. Submitted by school and food service personnel, sites are listed within counties in four geographic regions of New Jersey--central, northeast, northwest and southern. Each entry lists the name, type of facility, location, telephone number, and appropriate grade level and provides a brief descriptive statement of experiences available.

DESCRIPTORS: Instructional materials; Nutrition education; Field trips

335 **New York State nutrition education and training (NET) program catalog of materials.** Albany: University of the State of New York. 1981.

FORMAT: 29 pages

FNIC NO.: E-4040

English

ABSTRACT: Curricula, booklets, kits, films and literature reviews available from Regional Health and Nutrition NET/work coordinators and other public and private agencies are listed. Each listing describes the article--author, format, abstract, evalution and availability. All materials listed are available to New York educators and have been submitted to USDA/FNIC.

DESCRIPTORS: Instructional materials; Resource materials; Nutrition education

336 **Nutrition curriculum. Pre-school (Working copy).** Charleston: West Virginia Department of Education. n.d..

FORMAT: 6 pages unbound

FNIC NO.: E-4081

English

ABSTRACT: The curriculum outlines generalizations derived from, and competencies and learner outcomes to be achieved through, five nutrition education concepts for preschoolers in West Virginia. Concepts address: the need for a variety of foods for growth and health; nutrients and their utilization; influences (cultural, social, economic, psychological) on food use; food processing, storage and preparation; and faulty or inadequate nutrition.

DESCRIPTORS: Instructional materials; Preschool curriculum; Nutrition education; Concepts; Nutrients; Food habits; Food processing; Food preparation; Nutritional adequacy

337 **Nutrition displays and incentive materials. (Please Pass the Nutrition series).** San Jose; San Jose Unified School District. 1980.

FORMAT: 31 pages

FNIC NO.: AV

SOURCE: San Jose Unifed School District, 706 West Julian, San Jose CA 95126

COST: $4.00

ED. LEVEL: Adult education

English

ABSTRACT: The booklet describes and illustrates nutrition displays and incentive awards developed by nutrition educators and school personnel to help young children develop positive attitudes about food and nutrition. Bulletin board ideas include holiday and seasonal themes. Rewards or fun prizes, such as buttons, stickers and coloring books, are suggested for students that display positive attitudes and/or proper responses during learning experience.

DESCRIPTORS: Instructional materials; Nutrition education; Bulletin boards; Contests; Awards; Motivation

338 **Nutrition education & training manual for curriculum development.** von Seggern, Christina B. Yorktown Heights, NY; Nutrition Education and Training Program. 1980.

FORMAT: 20 pages

FNIC NO.: E-4036

English

ABSTRACT: A training manual, designed to accompany workshop packets and materials, describes and discusses the educational change model as it relates to curriculum, staff development and management in nutrition education and training. Guidelines are provided for implementing the educational change process in order to integrate nutrition concepts into the framework of current course material.

DESCRIPTORS: Instructional materials; Curriculum development

339 **Nutrition education course: For teachers/food service managers. Instructors guide and videotapes.** Miller, Ruth K. Prince Frederick, MD; Calvert County Public Schools. n.d..

FORMAT: 140p instructor's guide; 6 videotapes (VHS format)

FNIC NO.: AV

ED. LEVEL: Food service training

English

ABSTRACT: An instructor's guide accompanies six videotapes designed to teach nutrition to elementary and secondary teachers and food service managers. The curriculum is divided into 7 topic areas, each using one or more of the videotapes. Lectures are given by Drs. Ahrens, Caliendo and Williams, professors of nutrition at the University of Maryland. Topics include: eating a variety of foods, ideal weight maintenance, dietary fat, starch and fiber, sugar, sodium and alcohol. Question sheets, handouts and background information for use with videotapes are included for each topic.

DESCRIPTORS: Instructional media; Weight control; Food groups; Food habits; Basic nutrition facts; Sodium; Ethanol; Sucrose; Fiber

EVALUATION TOOLS: Pre/post tests

340 **Nutrition education for teachers: Resource listing.** Sewell, NJ: NET Program--Education Improvement Center-South. 1979.

FORMAT: unnumbered pages

FNIC NO.: E-4125

English

ABSTRACT: A compilation of resources includes: a 1979 directory of New Jersey resources for food assistance, diet counseling and nutrition information; a reprint of the 1979 Society for Nutrition Education listing of audiovisuals for nutrition education; the 1976 USDA (FNS) listing of state curriculum guides for nutrition and health education; a list of names and addresses of selected professional information centers; national sources of free and inexpensive food and nutrition materials; and an annotated list of children's books that stimulate an interest in foods and nutrition.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Resource guides

341 **Nutrition education through puppetry: Kit of follow-up activities for grades k-6.** Radler, Harlene. Northampton, MA; Health Promotion Resource Center for Western Massachusetts. n.d..

FORMAT: 19 pages, spiral bound

FNIC NO.: E-4008

ED. LEVEL: Elementary grades

English

ABSTRACT: A booklet for teachers of grades K-6 offers nutrition-related puppet skit ideas, step-by-step instructions for making simple puppets and stages from recyclable materials and suggestions for bringing puppets to life through movement and voice. Activities may be conducted by a teacher with a class or by older students developing a learning activity for younger children. Supplemental materials include other creative follow-up activities, basic nutrient information, a snack checklist, suggested snacks and a puppet show script.

Learning activities; Nutrition education; Puppets

342 **Nutrition education/training-child care food programs.** Boston; Forward Services, Inc. n.d..

FORMAT: unnumbered pages, spiral bound

FNIC NO.: E-4145-E-4148

English

ABSTRACT: A set of workshops, designed for staff, administration and parents of Day Care/Head Start facilities, promote: increased nutrition knowledge, use of meal preparation and meal times as educational experiences, integration of nutrition education into the Day Care curriculum and improvement of personnel skills in maintaining high standards of meal quality and service. Four categories of workshops are provided: Update on Nutrition and the Preschooler, Nutrition Teaching Techniques and Resources, Food Service Competencies and Nutrition for Children with Special Needs. Instructors plans, participant materials, evaluation & follow-up materials are provided.

DESCRIPTORS: Instructional materials; Workshops; Nutrition education; Child nutrition; Resource materials; Food service training; Preschool children (2-5 years)

343 **Nutrition education, choose well, be well: Resource guides.** Sacramento: California State Department of Education. 1982.

FORMAT: 2 books, softbound

FNIC NO.: E-3926/7

SOURCE: Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802

English

ABSTRACT: Resource manuals for teachers and food service personnel provide background information on lesson subject matter from the curriculum series of the same title. Divided into six chapters, each manual (for preschool through elementary and secondary grades) provides concise content information for the five topic areas identified in the Minimum Proficiency Levels for Nutrition Education in California Schools: Food Choices, Factors Influencing Food Choices, Food-Related Careers, Consumer Competencies and Food Handling. Specific questions are asked after presentation of each content area to assess retention of key facts.

DESCRIPTORS: Instructional materials; Nutrition education; Resource materials; Food habits; Consumer education; Food handling

EVALUATION TOOLS: Chapter quizzes

344 **Nutrition education: An integrated approach. In-service planning manual for NET regional coordinators.** St. Paul, MN: The Educational Cooperative Service Unit of the Metropolitan Twin Cities Area. 1980.

FORMAT: 250 pages

FNIC NO.: B-3391

English

ABSTRACT: A model two day nutrition education in-service program offered to Minnesota teachers and other staff was designed to generate enthusiasm for nutrition education activities, increase their nutrition knowledge and provide ideas on how to integrate nutrition information into existing curricula. Individual sections describe program planning speaker selection and meeting site considerations, publicity, education credit, and workshop activities. Work plans provide background information, describe the rationale for the activities and list equipment and materials needed. Sections on teaching strategies suggest ways participants can implement nutrition education in their schools. The overview summarizes important concepts covered and issues a challenge for future nutrition education activities. A media fair design and sources of materials are offered.

DESCRIPTORS: Instructional materials; Nutrition education; Workshops; Motivation; Attitudes; Teaching methods

EVALUATION TOOLS: Pre/post test

345 **Nutrition Impact Project. Final Report for a child nutrition education and training project.** Morgantown, W.VA.; West Virginia University. 1980.

FORMAT: unnumbered pages, spiral bound

FNIC NO.: E-4070

English

ABSTRACT: The report presents the design and results of the Nutrition Impact Project which enabled teachers to develop skills necessary to plan and implement nutrition education projects. Major activities and accomplishments described include: the training workshop for eleven interdisciplinary teaching teams; implementation of the nutrition education models; and a follow up conference. Significant findings and conclusions, and project summary and results are discussed. Appendices include the workshop and follow up meeting agendas, nutrition pre/post tests, nutrition education questionnaire (relating importance of selected ideas and teaching functions to degree of adequacy) and the eleven nutrition education models developed during the project.

DESCRIPTORS: Instructional materials; Nutrition education; Reference materials; Program design; Program evaluation

EVALUATION TOOLS: Nutrition pre/post test; nutrition education questionnaire

348 **Nutrition in a nutshell: An informational guide for the classroom teacher.** Rowland Heights, CA; Rowland Unified School District. n.d..

FORMAT: 94 pages

FNIC NO.: E-3963

SOURCE: Ruth D. Richard, Director, Food & Nutrition Serv., Rowland Unified School District, 1830 Nogales Street, Rowland, CA 91748

English

ABSTRACT: A resource manual for elementary teachers provides concise summaries of basic facts and concepts used in nutrition education curriculum/activity guides. The 8 topic areas include (1) importance of nutrition: nutrition education, misinformation, dietary goals, (2) food sources: food chain, pesticide controversy, biological pest control, (3) what do we get from food: energy, nutrients and their functions, vegetarianism, (4) food choices: Basic Four, school lunch, RDA's, (5) food purchasing: labeling, additives, fortification, (6) food choice influences: advertising, (7) food handling: storage, nutrient loss, and (8) food-related careers. The final section contains 3 discussion lesson plans and charts to use to encourage food tasting.

DESCRIPTORS: Instructional materials; Reference materials; Adult education; Nutrition education; Nutrients; Pesticides

EVALUATION TOOLS: Nutrition evaluation-food habits T/F Nutrition quiz -food facts/fallacies

347 **Preschool and elementary teachers training nutrition education: Training manual: Section III of final report.** Honolulu, HI; Curriculum Research and Development Group, University of Hawaii. 1980.

FORMAT: 174 pages

FNIC NO.: E-3855

English

ABSTRACT: The trainers' manual provides information and materials necessary for preschool and elementary teachers' workshops in basic nutrition. Strategies for incorporating nutrition education into existing curricula are provided. Workshop structure presentation techniques, and evaluation methods are described. Pre- and post-workshop trainer responsibilities are listed. Designs for 5- and 10- day summer workshops and an expanded content outline are provided. Basic nutrition sessions teach: the relationship between nutrition and learning, food classification systems, nutrient density, nutritional needs of individuals, characteristics of ethnic groups, dietary guidelines, nutrient preservation, and the function of the school food service program. Net sessions explain integration of nutrition education into curriculum and provide guidelines for planning nutrition education lessons food/cooking activities around a specific context. Lecture notes, handouts, pre- and posttests with answers and evaluation forms are provided.

DESCRIPTORS: Instructional materials; Nutrition education; Workshops; Summer programs; Program development; Program planning; Program administration

EVALUATION TOOLS: Pre and posttests

348 **Resource manual for teaching a college course on food and nutrition education.** Thomas, Ruth G.; Hegarty, Vincent.; Parsons, Joanne H. St. Paul; University of Minnesota. 1982.

FORMAT: 357 pages in looseleaf

FNIC NO.: B-3344

English

ABSTRACT: The working copy manual contains resources for development and teaching of a college level nutrition education course with a multidisciplinary perspective. It is divided into two major sections, the first providing suggestions for course organization, structure and evaluation, the second presenting theoretical perspectives and informational aids to develop understanding of these concepts (principles of nutrition, sociocultural aspects of nutrition, current issues, issues analysis, food processing information). An annotated list of resources is included.

DESCRIPTORS: Instructional materials; Nutrition education; Psychological aspects; Food and nutrition controversies; Post secondary education

349 **Skill/nutrition continua: Teachers guide.** Columbus: Franklin County Department of Education. n.d..

FORMAT: 44 pages, softbound

FNIC NO.: E-4038

ED. LEVEL: Adult education

English

ABSTRACT: The composition and function of interdisciplinary nutrition education teams, use of the Integrated Nutrition Ideas Series and summative student evaluations are described in a guide to aid educators integrate nutrition education with basic curricular areas. Assessment and inventory instruments and pre/post tests on nutrition concepts for grades K-8 are included. An annotated bibliography lists 3 selected items (books, films, pamphlets) for primary students through adults.

DESCRIPTORS: Instructional materials; Nutrition education; Teaching methods; Team approach; Evaluation methods

EVALUATION TOOLS: Pre/posttests Grades K-2, 3-4, 5-6, 7-8

350 **Teacher as nutrition educator.** East Lansing: Michigan State University. n.d..

FORMAT: 25 minute videotape

FNIC NO.: AV

SOURCE: Kathryn Kolasa, Ph.D., R.D., Associate Professor, Michigan State University, East Lansing, MI 48824

COST: 35.00

English

ABSTRACT: Actual scenes from Michigan's K-6 classrooms depict formal and informal nutrition education activities integrated into math, health, science, reading and social studies curricula. Five topic areas provide guidelines for instruction: (1) "What's so special about food?" emphasizes food sources of nutrients and healthful eating habits, (2) the "Putting foods together" section teaches the Basic Four food groups, the importance of breakfast, nutritious snacks, suggested eating patterns, (3) "Food from farm to table" provides activities which illustrate the production and processing of foods and multicultural food studies, (4) "Consumer power" covers federal and state regulations governing food production and processing, food buying skills and advertising influences, and (5) "Preventive nutrition" combines previous information to associate dietary habits with optimal health and identify major health problems related to poor food choices. The curriculum stresses hands-on activities since active participation in preparation encourages openness to new food experiences.

DESCRIPTORS: Instructional media; Elementary grades; Nutrition Education and Training Program

351 **TEAMS for nutrition education: Participant training manual.** Raleigh: Division of Child Nutrition, Department of Public Instruction. 1981.

FORMAT: various paging

FNIC NO.: E-4057

ED. LEVEL: Food service training

English

ABSTRACT: A general outline of a 4-day, 30-hour workshop emphasizes a team approach to elementary school nutrition education. Major content areas include: team building activities with experiential communication and interpersonal skill techniques; basic nutrition concepts which will be supplemented with other materials during the workshop; and nutrition education strategies such as needs assessment, supplemental resources, writing, and conducting and evaluating nutrition education lesson plans.

DESCRIPTORS: Instructional materials; Workshops; Nutrition education; Communication skills; Basic nutrition facts

352 **Tennessee educates for nutrition now. An instructional plan for kindergarten through grade 6.** Nashville: Tennessee State Department of Education. 1980.

FORMAT: 218 pages, soft bound

FNIC NO.: B-3381

SOURCE: Tennessee NET Program, State Department of Education, 103 Cordell Hull Building, Nashville, TN 37219

COST: one copy/Net coordinator

English

ABSTRACT: Divided into sections by grade level, the instructional guide lists nutrition topics related to Tennessee's nutrition education goals, cognitive, affective and behavioral objectives needed to achieve the goals, subject matter into which goals may be integrated and a priority rating for inclusion of the topic in the curriculum. Pre-instruction assessment activities help the teacher determine the food- and nutrition- related knowledge, attitudes and behavior the children already possess. Lesson plans for each topic include background content information for the teacher, activities which can be integrated into traditional subject matter areas, evaluation techniques and additional resources available. The appendices include an annotated resource guide and an educational materials evaluation instrument.

DESCRIPTORS: Instructional materials; Nutrition education; Integrated curriculum; Lesson plans

353 **The goody bag.** Nashville: Tennessee NET Program, State Department of Education.

FORMAT: 1 page, double sided newsletter

SOURCE: Tennessee NET Program, State Department of Education, 133 Cordell Hull Building, Nashville, TN 37219

English

ABSTRACT: A one-page, double-sided monthly nutrition education newsletter for elementary teachers provides current nutrition information and tips on how to incorporate nutrition education into the existing curriculum. Readers may submit questions, write-ups of nutrition education activities and successful ideas or techniques.

Reading materials; Newsletters; Nutrition education

354 **The Maine nutrition education needs assessment - grade 4, 8, 11.** Amherst; National Evaluation Systems, Inc. 1980.

FORMAT: 3 booklets each 11 pages

SOURCE: School Nutrition Programs, Maine Department of Educational and Cultural Services, State House Station 23, Augusta, ME 04333

ED. LEVEL: Professional education

English

ABSTRACT: The Nutrition Education Needs Assessment of 1979-80, designed to document the nutrition knowledge attitudes toward good nutritional practices and dietary practices of fourth, eighth and eleventh graders in Maine, is summarized for subject matter experts, parents, teachers, other professionals and laypersons. A concise and suggestive analysis of the major findings includes student achievement on the total test and by goal area, highlights of student and teacher questionnaire results, and summary and recommendations applicable to aspects of nutrition education at the elementary and secondary school level.

DESCRIPTORS: Instructional materials; Reference materials; Needs assessment

355 **Transportable teacher training program in nutrition.** Muncie; Department of Home Economics, Ball State University. 1980.

FORMAT: 125 page users guide; 471 pages in a 3 ring binder

FNIC NO.: B-3332

English

ABSTRACT: The manual contains a user's guide and the teacher training program course material. The user's guide provides specific directions for use of the content material for 3 different approaches: a self-instructional program, a workshop leader's guide and a guide for training workshop leaders. The teacher training program content material is divided into 3 major sections. The first section, Attitudes, Problems and Assessment, provides instructional materials and activities to explore 6 areas: food attitudes and behaviors, nutrition problems (obesity, dental caries, iron deficiency anemia), nutritional status assessment, development of social surveys, observation technique and lactation. The second section provides an overview of vitamins and minerals with emphasis on vitamins A and C, calcium, phosphorus and iron. The educational methodologies section describes techniques for integrating nutrition education into classroom and community activities. Appendices provide resource lists, an annotated bibliography, transparency masters and evaluation forms.

DESCRIPTORS: Instructional materials; Nutrition education; Independent study; Workshops; Educational methods; Vitamins; Minerals; Food attitudes; Nutritional assessment

EVALUATION TOOLS: Nutrition ed. pre/post test; attitude inventory;workshop evaluation forms.

386 **A self-appraisal checklist for nutrition education in Ohio schools (K-12).** Columbus; Ohio Department of Education. 1981.

FORMAT: 15 page booklet

FNIC NO.: C-2473

English

ABSTRACT: The self evaluation instrument is designed to assist school personnel survey and assess an existing nutrition education program in comparison to a quality program exemplified by the checklist items. A total of 89 statements which describe desirable attributes of a school nutrition education program are included within seven major areas representing essential aspects of the program--philosophy, class management and instruction, staff, curriculum, facilities and equipment, and evaluation procedures. Statements are answered on a Leikert scale. Appraisal scores can then be summarized and compared to highest possible scores, indicating strengths and weaknesses of an individual program.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Curriculum evaluation; Evaluation criteria

387 **An assessment of New Jersey school foodservice directors and managers and of past instructors regarding their needs and opinions concerning future school foodservice managerial training.** McChesney, Ann S.; Zemaitis, Doris. Trenton; New Jersey Dept. of Education. n.d..

FORMAT: 161 pages, unbound

FNIC NO.: E-4080

English

ABSTRACT: A report of a needs assessment mail survey focuses on the opinions and desires of school food service managers in New Jersey schools regarding training and on instructors' evaluation of the content and quality of food school service training. Designed to provide information to update present programs and/or develop new programs mandated by the New Jersey State Plan for NET Programs (1978), the survey tested hypotheses related to school food service, extent of formal training and distance participants are willing to travel for training programs. Contents include a review of pertinent literature, methods and procedures for analysis of data, results and discussion of survey findings and recommendations for type and content of future food service training courses.

DESCRIPTORS: Instructional materials; Food service training; Needs assessment; Surveys; Program evaluation

358 **An evaluation of Minnesota's nutrition education and training program. P.L. 95-166 Fiscal year 1981.** Morehouse, Diane L. St. Paul: Office of Education, Minnesota Dept. of Education. 1981.

FORMAT: 68 pages

FNIC NO.: E-4022

English

ABSTRACT: The report provides documentation of efforts and programs including statewide and regional summaries of findings related to: awareness and promotional activities (designed to make educators aware of the NET program); training and technical assistance programs (promoting inclusion of nutrition education into curricula); and presentations/workshops/inservice (emphasizing knowledge gathering, positive behavior and attitude changes of classroom and day care center staffs). Needs for continuing education as identified by program participants' responses by statewide and regional level are also tabulated and discussed. Conclusions summarize the information available indicating the need for: a more useful evaluation strategy, greater awareness of nutrition information among educators, continuing evaluation of technical assistance efforts, and determination of the extent of actual implementation of NET materials and nutrition instruction in Minnesota.

DESCRIPTORS: Instructional materials; Program evaluation; Nutrition Education and Training Program; Participation

359 **Evaluation of the impact of section 19 of PL 95-166: Nutrition education and training (NET) program.** Martz, Gary L.; Moyer, Kerry L. Harrisburg, PA: Pennsylvania Department of Education. 1981.

FORMAT: 81 pages

FNIC NO.: E-4058

English

ABSTRACT: Evaluation of the Pennsylvania NET program, completed by the Bureau of Research and Evaluation of the Department of Education, addresses three areas: needs assessment, program evaluation and project monitoring. Individual project sites were randomly selected for evaluation. The majority of students, teachers, parents and community members, school staff, administrators and project directors interviewed to complete program evaluation rated the NET program favorably. Cognitive testing of 1299 NET and non-NET students identified nutrition education needs and indicated that NET students generally scored significantly higher than non-NET students. Plate waste studies and carried lunch surveys also highlighted nutrition education needs. All NET projects were meeting or exceeding the intent and spirit of the NET program.

DESCRIPTORS: Nutrition Education and Training Program; Program evaluation; Needs assessment

360 **Nutrition education and training program: Final report.** Virginia Beach, VA; Virginia Beach Public Schools, Department of Instructional Services. 1981.

FORMAT: 43 pages, spiral bound

FNIC NO.: E-4071

English

ABSTRACT: The report defines and evaluates the NET program for Grades K-2 initiated in the Virginia Beach Public Schools. The program design (objectives and activities proposed to implement them) is explained. Program evaluations discuss the effect that nutrition instruction had on the nutrition achievement test scores of children in grades K-2 and the attainment of program objectives. The appendix includes a sample copy of the twenty-one page achievement test (National Dairy Council, 1979) and the budget for the NET program.

DESCRIPTORS: Reference materials; Program evaluation; Nutrition Education and Training Program; School children (6-11 years); Nutrition knowledge

361 **Product evaluation of the great American eating machine, you.** Trenton; New Jersey Dept. of Education, Division of School Programs. 1981.

FORMAT: 43 pages, + appendices

FNIC NO.: E-3983

English

ABSTRACT: The evaluation of the videotape-based nutrition program of the same title reports teacher satisfaction with the student films and teachers guide, student satisfaction with the program, and measurement of the extent to which students increased their knowledge of nutrition using the film series. Teachers and nurses, randomly selected, completed mailed questionnaires. Second grade students selected from Black, White and Hispanic groups representing urban, suburban and rural environments completed three question attitude surveys and pre- and posttests of nutrition knowledge. Copies of all survey instruments are included in the appendices. Results of all evaluations were positive with students' nutritional knowledge increasing by 50%.

DESCRIPTORS: Instructional materials; Nutrition education; Program evaluation

EVALUATION TOOLS: Includes copies of evaluation instruments used

382 **Suggested competency criteria for school food service supervisory personnel.** Olympia: Superintendent of Public Instruction. 1980.

FORMAT: 29 page booklet

FNIC NO.: E-4023

SOURCE: Office of the Superintendent of Public Instruction, Old Capitol Building, Olymia, WA 98504

English

ABSTRACT: Competencies for three levels of supervision (food service director/supervisor, assistant food service director/supervisor, food service manager) were identified by an ad hoc committee of food service supervisors. Criteria list a position summary and itemized position functions. Based on a more detailed set of competencies developed by the American School Food Service Association, they are suggested to be used as the basis for: the development of job descriptions, interview questions used during the hiring process, performance evaluations and inservice education. The 1978 American School Food Service Association competencies are included.

DESCRIPTORS: Instructional materials; Evaluation criteria; Food service occupations; Job skills; American School Food Service Association

383 **Teams for nutrition education: Facilitator guide.** Raleigh; State Department of Public Instruction. n.d..

FORMAT: 125 pages (stapled)

FNIC NO.: E-4055

SOURCE: NET Coordinator, School Foodservice Division, State Department of Public Instruction, Education Building Annex, No. 1, Raleigh, NC 27611.

COST: Participant manual is available only. Free single copy to state NET coordinator.

ED. LEVEL: Teacher education

English

ABSTRACT: A training manual for facilitators conducting competency based, team approach to nutrition education programs for school teachers and food service managers catalogues activities, instructional approaches and itemized details to guide the presentation of the four day training design. Day by day guidelines describe objectives, agenda, materials and physical settings needed, activities and procedures. Participant evaluation forms are included for each training day.

DESCRIPTORS: Instructional materials; Nutrition education; Program design; Teaching techniques

EVALUATION TOOLS: Pre/post test for workshop

384 **Working with the media: A guide for directors of nutrition projects.** Sacramento, CA; California State Department of Education, Office of Child Nutrition Service. n.d..

FORMAT: 6 pages

FNIC NO.: E-3960

English

ABSTRACT: Guidelines for submitting publicity from nutrition education programs to the media explain how to: recognize and write newsworthy information, approach editors and station managers, and use photographs effectively. Specific instructions are given for preparation of copy and photographs.

DESCRIPTORS: Instructional materials; Information dissemination; News media

385 **Elementary nutrition ideas for parents.** Boston; Boston Public Schools. n.d..

FORMAT: 21 page booklet

FNIC NO.: C-2461

English, Spanish

ABSTRACT: A booklet, printed in English and Spanish, for parents of elementary school children, explains the function of the NET program and the basics of good nutrition and provides information to aid wise meal planning and food choices. Nutrients and their functions and the Basic Four food groups, with recommended numbers of servings and serving sizes, are described. Guidelines are offered for meal planning, protein complementarity and nutritious snacks. Sources of salt, sugar, fat and additives and suggested ways to limit them are listed. The school food service program is described briefly, and six entree recipes, a true/false quiz, and sources of additional information are provided.

DESCRIPTORS: Instructional materials; Basic nutrition facts; Protein complementarity; Food additives; Snacks; Recipes; Reading materials

EVALUATION TOOLS: Nutrition quiz

386 **Feeding advice for you and your baby.** Byall, Betty; Chan, Teresa Y. Los Angeles; Nutrition in the Life Cycle. 1980.

FORMAT: 50 pages

FNIC NO.: E-3636

English

ABSTRACT: Brief information is offered on nutrition during pregnancy and baby's first year. Pregnancy topics include: weight gain; recommended foods; avoidance of cigarettes, alcohol and drugs; exercise; use of salt and diuretics; and common problems of pregnancy. Infant feeding information offers guidelines for breast and bottle feeding, introduction of solids and table foods, development of good eating habits, weaning, and feeding problems.

DESCRIPTORS: Instructional materials; Pregnant women; Prenatal nutrition; Infant feeding; Breast feeding; Bottle feeding

387 **Food for action.** Golay, Jenny. Santa Rosa, CA; Community Child Care Council. n.d..

FORMAT: 23 pages

FNIC NO.: E-3961 (English)/E-3962 (Spanish)

SOURCE: Community Child Care Council of Sonoma, 1030 Second St.,--Rear, Santa Rosa, CA 95404

English, Spanish

ABSTRACT: A collection of resource materials in English and Spanish includes a needs assessment survey form for parents, a parent survey of attitudes toward nutrition education and its effects on their child's behavior, guidelines for media coverage of community events and nutrition references for the public. Outlines are provided for training workshops on the following topics: nutrient needs and functions, food handling, factors influencing food choices and consumer competencies, meal planning, good nutrition for kids, vegetarianism for children and cooking with kids.

DESCRIPTORS: Instructional materials; Nutrition education; Vegetarianism; Nutrient requirements; Workshops; Surveys

EVALUATION TOOLS: Parent attitude survey

368 **Food for the preschooler. Volumes I, II, and III.** Olympia; Washington State Department of Social and Health Services. 1981.

FORMAT: 3 booklets, unnumbered pages

FNIC NO.: C-2474/7C

SOURCE: Natalie Gonzalez, LM-13, Building 12, Airdustrial Park, Olympia, WA 98504

COST: Free

ED. LEVEL: Adult education

English

ABSTRACT: Three booklets provide brief, simple advice on helping children develop good eating practices. Volume I discusses variable appetite, provides a daily food guide (listing appropriate serving sizes), explains a child's need for iron and includes a list of iron sources. Suggestions for establishing good mealtime atmosphere, practical utensils, nutritious finger foods and on the need for breakfast also are included. Volume II enhances previous material with discussions of food habits and preferences, involving children in meal preparation, and snacks. Volume III offers short discussions of dental health, obesity, television advertising, salt intake and the USDA dietary guidelines.

DESCRIPTORS: Instructional materials; Preschool children (2-5 years); Food habits; Dental health; Food guides; Nutrient requirements; Breakfast; Guidelines

369 **Kitchen in transition.** Sudbury, MA; Sudbury Public Schools. n.d..

FORMAT: 102 pages, spiral bound

FNIC NO.: C-2455

English

ABSTRACT: A cookbook developed by parents emphasizes increased use of fresh fruits and vegetables and whole grains and decreased use of fat, salt and sugar. Recipe sections include introductory information, food ideas, cooking hints and over 150 recipes.

DESCRIPTORS: Cookbooks; Recipes

370 **Living & teaching nutrition: A curriculum for child care staff and parents.** College Park; Head Start Bi-State Training office, Univ. of Maryland. n.d..

FORMAT: various pagings, paperback

FNIC NO.: E-4090

SOURCE: Head Start Bi-State Training Office, West Ed. Annex, Univ. of Maryland, College Park, MD

ED. LEVEL: Child care workers

English

ABSTRACT: A curriculum guide for child care staff and parents provides information and activities to meet the goals and objectives of each of twelve participatory workshops concerning the US Dietary Goals, fruits and vegetables, economical nutrition, meal planning and service, dental health and nutrition for special needs (underweight, overweight, handicapped). Other sections offer cooking experiences for children, nutrition activities and parent education and involvement ideas. Each section lists one goal, objectives, activity and resources and supplementary material. A resource section lists community food programs, selected publications and recommended audiovisuals. An accompanying leader's guide provides information for use with workshop handouts, points for discussion, set-up procedures and sources of audiovisual materials.

DESCRIPTORS: Instructional materials; Curriculum guides; Nutrition education; Dental health; Basic nutrition facts

371 **Nutrition education for staff and parents.** Naworski, Priscilla. Vallejo, CA; Vallejo City Unified School District. 1980.

FORMAT: 119 loose-leaf pages

FNIC NO.: E-3202

SOURCE: Priscilla Naworski, Vallejo City Unified School District, 211 Valle Vista Ave. Vallejo, CA 94590

English

ABSTRACT: Information and activities are provided to inform parents and assist them in enhancing nutrition education learned in the classroom and cafeteria. Materials include a parent interest survey, a list of printed and human resources to meet parent needs and evaluation forms. Meeting and workshop designs, handouts (to be completed by children and taken home), and newsletters are provided.

DESCRIPTORS: Instructional materials; Nutrition education; Workshops; Program development; Resource materials

372 **Nutrition education: Information for parents of preschoolers.** Tallahassee; State of Florida Department of Education. n.d..

FORMAT: folder

FNIC NO.: E-3941

English

ABSTRACT: A set of ten one-page letters for parents describes activities which the preschool child has experienced in the classroom, provides additional nutrition information and suggests learning activities to be done at home. Topics include: food groups (fruits, vegetables, meat, breads and cereals, soups, eggs, dairy products), tooth brushing and other dental care, meal planning and edible vs. non-edible substances.

DESCRIPTORS: Instructional materials; Nutrition education; Learning activities

373 **Parents and children--good nutrition partners.** Ames, IA; Iowa State University. 1979.

FORMAT: 8 lessons, each 4 pgs long

FNIC NO.: E-3996

SOURCE: Cooperative Extension Service, Iowa State University, Ames, IA 50011

English

ABSTRACT: Eight nutrition education lessons, directed to parents of first grade children, provide information on the following topics: lesson 1--rationale for eating and good nutrition; minerals, vitamins and water; lesson 2--nutrients-carbohydrate, protein and fat; lesson 3--nutrient needs; RDA's; nutrient density; lesson 4--hunger, appetite; eating habits; lesson 5--meal patterns and adaptations; lesson 6--Basic Four; food preparation and safety; lesson 7--consumer education: budgeting, shopping; and lesson 8--weight control. Lessons are four pages long and contain text, supplemental charts and graphs.

DESCRIPTORS: Instructional materials; Nutrition education; Basic nutrition facts; Consumer education; Weight control

374 **Tennessee NET pilot project, 1979-80-progress for people HEAD START and Cleveland, Tennessee, Day Care Centers, Inc.**
Nashville; State Department of Education. n.d..

FORMAT: packets, unnumbered pages

COST: Free (one complete set per NET coordinator xerox copy will be sent)

ED. LEVEL: Teacher education, Food service training

English

ABSTRACT: Nutrition education packets for parents, food managers and teachers contain background information, activity sheets, transportation masters and handouts. Each is preceded by an information sheet listing the objectives, target group, time needed to complete the lesson, appropriate audiovisuals, references and an outline. Parent programs focus on vitamin C, the Basic Four, economical food buying, potatoes, and combining proteins. Lessons on storing perishable foods and conserving nutritive values of foods are aimed at food managers. Programs for teachers include the Basic Four, Key Nutrients, Nutrition Activities for Children and Play Store. A videotape presentation accompanies the latter lesson.

DESCRIPTORS: Instructional materials; Nutrition education; Lesson plans; Learning activities

375 **A guide to the dietary goals.** Berger, Richard. Albany: State Education Department. 1980.

FORMAT: 123 pages

FNIC NO.: E-3505

English

ABSTRACT: In order to help New York State Nutrition Education and Training (NET) coordinators interpret the U.S. Dietary Goals for their clients, a nutrition issue package is presented. The goals recommend that persons reduce intakes of refined sugar, fat, saturated fats, cholesterol and salt, and increase intakes of complex carbohydrates. To avoid overweight, one must achieve "energy balance" which means taking in only as many calories as are expended. Such dietary changes may help reduce the occurrence of diet-related disease. The package includes an annotated bibliography and selected journal articles which review the Dietary Goals in greater depth.

DESCRIPTORS: Instructional materials; Dietary goals; Extension education; Diet counselling; Nutrient excesses; Food selection; Diet improvement; Energy balance; Disease prevention

376 **A staff development program for administrators and business persons.** Marshall, Irene. Milwaukie, OR; North Clackamas School District 12. 1981.

FORMAT: 77 page collated booklet

FNIC NO.: E-4063

SOURCE: North Clackamas School District 12, Curriculum Office, 2302 SE Willard St., Milwaukie, OR 97222

COST: $8.00

English

ABSTRACT: The report describes the development, design, conduct, outcomes and evaluations of a program designed for school district administrators and business persons within and around the North Clackamas (OR) school district. A five-session nutritious luncheon-meeting format was used to promote awareness of wellness, employee health and to identify personal health behaviors for improvement. Worksheets, handouts, health inventories and sample correspondence are included.

DESCRIPTORS: Instructional materials; Nutrition education; Health education; Hygiene; Employer employee relationship

377 **A Survey of nutrition knowledge and opinion of Wisconsin elementary teachers and food service managers.** Evans, Francis B. Madison: Department of Public Instruction. 1981.

FORMAT: 88 pages.

FNIC NO.: E-4084

English

ABSTRACT: The report, prepared by the Wisconsin NET program, provides results of a statewide survey of public and private school teachers and public school food service managers, assessing their nutrition knowledge and ascertaining their opinions on topics related to nutrition education. The background information describes the Wisconsin NET program and the conduct of the survey. Two succeeding sections describe the development and results of the nutrition knowledge tests and findings regarding opinions about nutrition education topics. Appendices include test instruments, correspondence and item by item statistics of the nutrition knowledge test.

DESCRIPTORS: Instructional materials; Reference materials; Surveys; Nutrition knowledge

EVALUATION TOOLS: Nutrition knowledge test

378 **Breadfruit bread and papaya pie: Recipes of Micronesia and the outer pacific.** Rody, Nancy. Saipan, Marianas Islands: Marianas Department of Education. 1980.

FORMAT: 335 pages, softbound

FNIC NO.: B-3305

English

ABSTRACT: A recipe collection includes foods indigenous to Micronesia, some traditional, others using local ingredients. An introductory section describes cultural practices surrounding food collection, preparation and serving. Some foods, uncommon to other parts of the world are pictured and described. Recipes include sections on fish and seafoods, fruit, meat and eggs, starch foods and vegetables.

DESCRIPTORS: Instructional materials; Recipes; Seafood

378 **Child care nutrition education and training program: Final report.** Harms, Thelma.; Farthing, MaryAnn C. Chapel Hill, NC; University of North Carolina. 1980.

FORMAT: 226 pages

FNIC NO.: E-3662

ED. LEVEL: Child care workers

English

ABSTRACT: The Child Care Nutrition Education Training Program was conducted in 1979-80 as part of the North Carolina Nutrition Education and Training State Program. The main purpose was to develop an effective model for providing nutrition education and experiences to improve the food choices of young children and their caregivers. A comprehensive approach was used. Four groups were targeted: child care teachers, child care food preparation personnel, children, and parents. The various nutrition education services available in the state and the child care training programs were involved in designing a coordinated plan for increasing future nutrition work with child care personnel. Results include the findings of the statewide needs assessment and the pilot demonstration of nutrition education in 24 day care centers. Recommendations for extending nutrition education through planned use of all nutrition related agencies are included.

DESCRIPTORS: Reference materials; Nutrition education; Educational programs; Day care services; Program development; Material development; Needs assessment; Program evaluation; Outreach; Pilot projects

EVALUATION TOOLS: Needs assessment instruments

380 **Day care nutrition in a nutshell (Nutricion en breve para centros infantiles).** Austin; Texas Department of Human Resources. n.d..

FORMAT: 32 page booklet

FNIC NO.: E-4075

SOURCE: Distribution Coordinator Media Services Division, 151-X, Texas Department of Human Resources, P.O. Box 2960, Austin, TX 78769

ED. LEVEL: Child care workers

English, Spanish

ABSTRACT: The importance of nutritious food choices and healthy eating habits for the preschool child is explained. Basic nutrition information provided describes metabolism and the functions, sources, and recommended number of servings of foods from the six nutrient groups. Charts accompanying the text list: foods high and low in saturated fats, nutritious and non-nutritious snacks, fruits and vegetables rich in vitamins A and C, food sources of iron, food groups and their leading nutrients, and symptoms of poor nutrition in the preschool child and possible nutritional causes.

DESCRIPTORS: Reference materials; Reading materials; Child nutrition; Nutrients; Nutrient sources; Nutrient requirements; Malnutrition

381 **Eat fruits every day: Feel better look better.** Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Northern Marianas Islands. 1982.

FORMAT: 49 pages, spiral bound

FNIC NO.: E-4189

English

ABSTRACT: The booklet describes the nutritional value of uses of over 20 fruits available in the Mariana Islands. Bar graphs illustrate the percent of the RDA calorie and leader nutrient requirements provided by each fruit. Recipes and serving suggestions are offered.

DESCRIPTORS: Instructional materials; Nutrition education; Tropical fruits; Nutrient sources; Recipes

382 **Evaluation handbook for supervisors: Adult evaluation instruments and student evaluation instruments K-6.** Raleigh; Nutrition Education and Training Program, Division of Research, NC Dept. of Public Instruction. 1981.

FORMAT: 53 pages

FNIC NO.: E-4049

SOURCE: NET Program, Assessment Series, Division of Research, N.C. Department of Public Instruction, Raleigh, NC 27611 (Available to NET only)

ED. LEVEL: Elementary grades

English

ABSTRACT: Evaluation instruments, designed to assess aspects of the nutrition education training program, are provided for adults and students K-6th grade. Instruments for adults include those: to evaluate training, to survey nutrition attitudes, to survey training needs and to test nutrition knowledge. Student evaluation instruments include nutrition knowledge tests for grades 3, 4, 5 and 6 and nutrition attitude/behavior tests for grades K-2, 3-4, and 5-6.

DESCRIPTORS: Instructional materials; Teaching guides; Evaluation methods; Nutrition concepts; Food attitudes

383 **Evaluation of the Tennessee NET program--final report--October 1980 (based upon 1979 state plans).** Knoxville; Bureau of Educational Research and Service, University of Tennessee, 1980.

FORMAT: 401 pages

FNIC NO.: B-3363

SOURCE: Tennessee NET Program, State Department of Education, 133 Cordell Hull Building, Nashville, TN 37219

COST: Free (copies limited)

English

ABSTRACT: The Tennessee NET Program was evaluated by the Bureau of Educational Research and Service at the University of Tennessee, Knoxville. Introductory information discusses background information on the Tennessee NET program (goals, program evaluation activities, etc.) and a review of pertinent literature. The evaluation team reviewed current nutrition education evaluation studies in US and formulated measurable program objectives based on needs assessment findings for the 1981 state NET plan. Forty-eight schools were included in the baseline data. Evaluations of the 1979 nutrition education workshops reinforced the usefulness of the teacher-food service manager teams and provided specific suggestions for improvement of 1980 workshops. Print and non-print material evaluation for use, quality and developmental appropriateness provided suggestions for replacement and increased use of some materials. Pilot projects were found to be accomplishing objectives on schedule. Evaluation of student knowledge of nutrition concepts was deferred until more experience with program was obtained. Overall, the climate for promoting NET goals in Tennessee was found to be favorable.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition Education and Training Program; Program evaluation; Needs assessment

384 **Evaluation of the Tennessee nutrition education and training program 1981 final report.** Knoxville; Bureau of Education Research & Service, University of Tennessee, 1981.

FORMAT: 307 pages, spiral bound

FNIC NO.: B-3364

SOURCE: (Tennessee cannot supply--no known publishing source--interested parties urged to use FNIC copy)

English

ABSTRACT: A summary of Tennessee's NET projects, activities and evaluation findings for the 1980-81 school year includes responses to questionnaires concerning expansion grants, Youth Advisory Councils, NET curriculum materials and competency workshops. Evaluators also obtained data through site visits to pilot projects, post workshop assessments and comparative data of nutrition knowledge, attitudes and practices of a statewide sample of students, parents, educators and food service personnel. Appendices include sample evalution and assessment instruments, field assistant selection forms, guidelines for field assistants, and plate waste data collection forms.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition Education and Training Program; Program evaluation

385 **Films and videotapes for nutrition education.** Indianapolis: Division of Instructional Media, Indiana Department of Public Instruction. 1980.

FORMAT: 18 page booklet

FNIC NO.: E-3993

SOURCE: Nutrition Education Materials, Division of Instructional Media, Room 229, State House, Indianapolis, IN 46204

English

ABSTRACT: An annotated listing describes the content, source, audience level, date and length of films and videotapes available through the Indiana Statewide Materials Support System. Items are indexed by producer/distributor, series, subject and grade level.

DESCRIPTORS: Instructional materials; Films; Audiovisual aids

386 **Finding out about food.** Trenton, NJ: New Jersey PTA. 1981.

FORMAT: 12 pages

FNIC NO.: E-4067

ED. LEVEL: Parent education

English

ABSTRACT: A booklet developed for use by local PTA units and other parent/student/teacher organizations reports on a New Jersey project designed to improve school meal quality by promoting parent and student involvement. School lunch regulations and meal quality requirements are explained. Suggestions are offered which describe how to start a school meal quality program (i.e., identifying problems, forming a meal quality advisory committee, developing goals and activities). Also included are a plate waste study form (for students), a meal evaluation form (for adults) and a final report questionnaire. Resource lists provide titles and sources of appropriate pamphlets, curriculum materials, films, posters, and resource people in New Jersey.

DESCRIPTORS: Instructional materials; School lunch programs; Parent participation; Plate waste measures

387 **Florida nutrition education needs assessment: Final report.** Freijo, Tom; Perez, JoEllen V.; Freijo, Kathryn K.; MacDonald, Donald. Tampa, FL.; Planning, Development & Evaluation Associates, Inc. 1979.

FORMAT: various pagings

FNIC NO.: E-3984

English

ABSTRACT: The Florida needs assessment report is divided into three major sections. The introductory section, which may be used as an executive summary, provides an overview of the project and offers conclusions and recommendations. The second section presents the evaluation questions, methodology, tabulated results, and conclusions for each of the ten components: student, teacher and food service personnel knowledge and attitudes; existing nutrition education programs; nature of instructional materials; nutrition-related problems of children in Florida; problems encountered in nutrition education; and statewide coordination of nutrition education in Florida. The appendices contain correspondence, descriptions of training programs.

DESCRIPTORS: Reference materials; Needs assessment; Nutrition Education and Training Program

388 **Food for thought, success strategies for nutrition education.** San Antonio, TX; AV Gang. 1979.

FORMAT: slides and audiotape

FNIC NO.: AV

SOURCE: Educational Service Center, Region 20, 1550 NE Loop 410, San Antonio, TX 78209

English

ABSTRACT: The design for a comprehensive program of nutrition education is outlined in a slide and tape presentation. Seven concepts derived from the White House Conference on Food, Nutrition and Health are explained and expanded to encompass suggested nutrition education study areas. Expected outcomes include cognitive awareness of the importance of good nutrition to good health, the motivation to improve eating habits, affective outcomes expressed as the person's desire to practice good food habits and psychomotor coordination derived from food preparation skills. Educating for behavioral change is the ultimate goal and techniques to accomplish this, drawn from psychological, behavioral and nutrition research are defined. This learning should then be extended to four interrelated areas: classroom, school food service, home and community. Short evaluation of behavioral change in difficult and several methods are suggested. Overall, the most effective method involves motivated educators, taking into account the age, background and needs of those being taught, making nutrition education interesting.

DESCRIPTORS: Instructional media; Nutrition education; Teaching methods; Motivation; Behavior change; White House Conference on Food, Nutrition and Health

389 **Food for thought, why nutrition education.** San Antonio, TX; AV Gang.

FORMAT: slides and audiotape

FNIC NO.: AV

SOURCE: Education Service Center, Region 20, 1550 NE Loop 410, San Antonio, TX 78209

English

ABSTRACT: The need for and importance of early childhood nutrition education is presented via a slide and tape presentation. Results of the Ten State Nutrition Survey and the Texas Nutrition Survey highlight the areas of nutritional concern in contemporary Texas populations: growth retardation, iron deficiency anemia, obesity, and tooth decay. These problems were prevalent in pregnant women, small children and adolescents. Some of the possible causes and socioeconomic factors which could contribute to these problems are discussed. In addition, factors which may confuse and hinder the general population from obtaining nutritious foods and result in food faddism and inadequate diets are described. Goals of a nutrition education program are listed and it is stressed that a successful nutrition education program will begin early in a child's education and will integrate nutrition into the existing curriculum.

DESCRIPTORS: Instructional media; Nutrition education; Program development; Teaching techniques; Ten State Nutrition Survey

390 **Framework for sequential integration of nutrition education in the curriculum of the schools of Hawai'i.** Curriculum Research & Development Group, University of Hawaii, Honolulu; Curriculum Research & Development Group, University of Hawaii. 1980.

FORMAT: 275 pages, paperbound

FNIC NO.: B-3315

SOURCE: Deanna D. Helber, Nutrition Education and Training Program Coordinator, State of Hawaii, Dept. of Education, P.O. Box 2360, Honlulu, HI 96804

COST: Not determined

English

ABSTRACT: The document is designed to be used as a field resource for educational and subject matter specialists and teachers for the integration of nutrition education into preschool and elementary school curriculum areas and as a guide to the development of the instructional program of the school. Part of a larger framework for nutrition education, preschool through grade 12, the work: describes the controlling documents of nutrition education and their rationalization and the system for developing the framework; rates nutrition education materials in use; reviews nutrition education concepts and performance expectations of materials in use; and presents plans for trail, field testing and evaluation of the project. The evaluation report and recommendations are included.

DESCRIPTORS: Instructional materials; Educational research; Educational planning; Nutrition education; Curriculum evaluation; Curriculum development

391 **Georgia State University nutrition education & training program 1978-79.** Atlanta, GA: Georgia State University. 1979.

FORMAT: unnumbered loose-leaf pages in binder

FNIC NO.: B-3329

ED. LEVEL: Professional education

English

ABSTRACT: The document includes: the final report of Georgia State University's Southeast Regional Office Nutrition Education and Training Program; the final report on technical assistance to USDA's NET program (1979) and proposed evaluation plan outlines; quarterly narratives for fiscal year 1979; and agenda and handout materials of workshops conducted for child care center staff and food service personnel.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition Education and Training Program; Program evaluation; Workshops; Resource materials

392 **Georgia State University nutrition education and training program, fiscal year 1980.** Atlanta, GA: Georgia State University. 1980.

FORMAT: loose-leaf (various pagings)

FNIC NO.: B-3328

ED. LEVEL: Professional education

English

ABSTRACT: Quarterly narratives of Georgia State University's Southeast Regional Office Nutrition Education and Training Program for fiscal year 1980 describes program activities in the areas of needs assessment, target population, newsletters, regional office and other activities. Accompanying each report are agenda of workshops conducted, handout materials used and participant testing results.

DESCRIPTORS: Instructional materials; Nutrition Education and Training Program; Program design; Program effectiveness; Workshops

393 **Good eating can be habit forming.** Arnold, MD: Maryland Home Economics Association. 1981.

FORMAT: 1 filmstrip & 1 sound cassette

FNIC NO.: AV

ED. LEVEL: Grade 10, Grade 11, Grade 12

English

ABSTRACT: A 1-hour multimedia presentation for adult groups and high school students consists of a slide/tape or filmstrip/tape and worksheets which should enable participants to: identify some common eating habits and alternative behavior, identify their personal eating habits and the results of those choices, review their knowledge of the USDA dietary guidelines and adherence to them, recognize their position as role model for children and plan to change at least one undesirable habit. An accompanying leaders' guide describes objectives, offers techniques for presentation of materials and provides discussion questions, supplemental activities, participant and leader evaluation forms and script.

DESCRIPTORS: Instructional media; Food habits; Behavior patterns

394 **Hawai'i nutrition education needs assessment, final report.** Honolulu: Curriculum Research and Development Group, University of Hawaii. 1980.

FORMAT: 535 pages

FNIC NO.: E-3330

SOURCE: Deanna D. Helber, NET Program Coordinator, State of Hawaii, Department of Education, P.O. Box 2360, Honolulu, HI 96804

English

ABSTRACT: The needs assessment for Hawaii provides a literature review, methodology, data analysis and results sections. The literature review cites the health status of children in Hawaii and the current status of nutrition education and training in the U.S. The methodology section deals with the development of student diet recall procedures and questionnaires for students, school personnel, food service managers, school nurses and community agencies. Questionnaire responses are summarized in the results section. The appendix includes complete data analyses, copies of evaluation instruments, print material sources, a list of agencies providing nutrition education and training or food and nutrition services, local (Hawaiian) resources for food and nutrition education and an annotated curriculum guide list and bibliography of nutrition education materials. The report is summarized in a 14 page monograph called "Hawai'i nutrition education needs assessment: summary version of the final report."

DESCRIPTORS: Reference materials; Adult education; Needs assessment; Nutrition Education and Training Program

EVALUATION TOOLS: Needs assessment instruments, student/teacher questionnaires

395 **Health promotion through the school.** St. Paul, MN: Minnesota Education, Health and Public Welfare Departments. 1981.

FORMAT: 27 pages, unbound

FNIC NO.: E-4024

English

ABSTRACT: Written by an interdisciplinary task force, the document organizes health promotion concepts of recent literature and offers guidance for school personnel establishing a comprehensive school health program. It provides a guide to assessment of school health policy, curriculum and services with regard to intervention in and prevention of health problems and promotion of healthy lifestyles. Also included is a brief discussion of school policy relating to chemical abuse prevention, physical safety and immunizations.

DESCRIPTORS: Instructional materials; Administrator education; School health services; Health programs; Guidelines

396 **High feather. Summative evaluation of the nutrition project.** Mays, Luberta. Albany: New York State Education Dept. 1980.

FORMAT: 90 pages unbound

FNIC NO.: E-4043

ED. LEVEL: Professional education

English

ABSTRACT: This document presents the results of the evaluation of five programs of the High Feather series concerning physical health and its relationship to proper nutrition. One hundred forty-eight fourth and fifth grade students from Black, White, Asian, and Hispanic backgrounds were tested to determine: nutrition knowledge at entry level, attentiveness throughout the program, comprehension of specific content information, appeal of the program and receptivity, possible gains in knowledge, and extent to which the programs met the goals of the series. Each of the five shows are analyzed individually. Evaluation instruments are included in the appendices.

DESCRIPTORS: Instructional materials; Reference materials; Program evaluation; Nutrition education

EVALUATION TOOLS: Evaluation instruments

397 **How to start your own local nutrition project.** Sacramento: California Nutrition Education and Training Program. 1981.

FORMAT: filmstrip (color frames); 8 min. cassette tape

FNIC NO.: AV

English

ABSTRACT: The filmstrip/cassette tape presentation outlines the essential elements and steps in the organization and development of a local nutrition education program, with specific reference to California resources. Step by step instructions describe: who can initiate a program; how to begin organizing persons, surveying needs and developing goals and objectives. Requirements and possible sources of aid in three major areas (people, resource materials, funds) are offered. Color slides accentuate and illustrate tape content.

DESCRIPTORS: Instructional media; Nutrition Education and Training Program; Program development; Financial support; Resource materials; Personnel

398 **Infant feeding: A course in child care for vocational/technical schools.** Schumacher, Susan S.; Gurdon, Ruth W. Atlanta: Georgia State University, Department of Community Health Nutrition. 1982.

FORMAT: 93 pages in ring binder

FNIC NO.: B-3401

ED. LEVEL: Vocational education, Child care workers

English

ABSTRACT: A nine hour course designed to be integrated into vocational or technical school child care curricula or to be used as short term workshops for community child care providers, offers information on sound principles of infant feeding and nutritional needs of infants from birth to age one. Based on the Infant Feeding Handbook (same source), the course is divided into 3 units according to age and appropriate food. (0 to 4-6 months-milk, 4-6 to 9 months-semisolid foods, 9-12 months-table foods). Course guidelines are organized into a course outline (content, background material), suggested strategies (step-by-step description of activities), references and resources needed and notes to the instructor additional hints for effective teaching and class management).

DESCRIPTORS: Instructional materials; Infant feeding; Nutrient requirements; Infant nutrition; Breast feeding; Baby foods; Semisolid infant foods

EVALUATION TOOLS: Pre/post test

399 **Learn by doing training center. Final report.** Boston: Massachusetts Dept. of Education Bureau of Nutrition Education and School Food Services.

FORMAT: 30 pages

FNIC NO.: E-3994

ED. LEVEL: Food service training

English

ABSTRACT: The report describes the history, development, program operation and evaluation of the model training center for school food service personnel in West Boylston, Massachusetts from August 1977 to July 1979. Supplemental attachments describe the professional staff, participants' pre and post test scores, evaluation of the local school food service program one and two years after the beginning of training, plate waste, study results and a menu comparison sheet.

DESCRIPTORS: Instructional materials; Reference materials; Program evaluation; Program development; School food service

400 **Local agency project manual.** Sacramento: California Nutrition Education & Training Program, California State Dept. of Education. 1980.

FORMAT: unnumbered pages in a 3-ring binder

FNIC NO.: B-3324

ED. LEVEL: Professional education

English

ABSTRACT: The project manual provides background information and guidelines for NET program development and evaluation. The organization and general information section describes the program purpose and authority defined by the federal law and federal and state regulations, goals and objectives and state plan of operation. Also included are the organization chart of assigned leadership and responsibilities of Federal, State and local agencies. A section on administrative policies and practices provides financial management information, contract and staffing guidelines, program revision and reporting requirements. Guidelines for curriculum development are specified in the health instruction framework and minimum proficiencies listing. Evaluation responsibilities and methods are described in the third section. An appendix includes a list of recommended resources and guidelines for applicants.

DESCRIPTORS: Instructional materials; Nutrition Education and Training Program; Laws; Curriculum development; Curriculum evaluation

EVALUATION TOOLS: Nutrition educ. assessment-attitudes, students; staff self assessment

401 **Local vegetables: Good nutrition plus economy.** Saipan, Marianas Islands; Nutrition Education & Training Program, Food & Nutrition Service, Dept. of Education, Commonwealth of the Mariana Islands. 1981.

FORMAT: 22 page spiral bound

FNIC NO.: E-4122

SOURCE: Unknown

English

ABSTRACT: A student-developed booklet describes the nutritional value and uses of six vegetables (taro leaves, kangkong/swamp cabbage, sweet potato leaves, pumpkin tips, horseradish tree leaves, bean sprouts) available locally to Pacific islanders. Tips for nutrient conservation in cooking and serving and recipes for each vegetable are included.

DESCRIPTORS: Instructional materials; Nutrition education; Vegetables; Taro; Recipes

402 **Minimum proficiency levels for nutrition education in California schools.** Sacramento: Department of Education. 1979.

FORMAT: 7 pages

FNIC NO.: E-3450

ED. LEVEL: Teacher education

English

ABSTRACT: To help nutrition educators and teachers in California achieve the goals of the Nutrition Education and Training Program, minimum performance levels in nutrition education are outlined in a manual developed by nutrition education and curriculum specialists and the State Dept. of Education. Behavioral objectives for students in preschool through grade 12 are presented at 5 developmental levels: preschool/kindergarten; early childhood; preadolescent; adolescent; and young adult. These objectives support nutrition concepts in such topics as food choices, factors influencing food selection, food-related careers, consumer economics and food handling. Standards of competency provide a basis for nutrition instruction, curriculum planning and evaluation. Teachers implementing nutrition education programs may focus learning activities on those performance objectives required for students to demonstrate proficiency in nutrition knowledge.

DESCRIPTORS: Nutrition Education and Training Program; Nutrition education; Behavioral objectives; Nutrition concepts; Competency based education; Performance appraisal; Curriculum development; Instructional program divisions

403 **NET survey instruments.** Washington, D.C.: Dept. of Food Services, Public Schools of the District of Columbia. n.d..

FORMAT: 6 pages

SOURCE: Flossie Hill, NET Coordinator, Dept. of Food Services, Public Schools of the District of Columbia, 3535 V St., N.E., Washington, D.C. 20004

COST: Free

English

ABSTRACT: Six 1 page sample questionnaires survey: school nurses for nutrition program participation interest; mini-grant recipients for project evaluation: teachers for nutrition program evaluation; child nutrition field reviewers for evidence of active nutrition programs in schools visited; and NET programs as reviewed by NET staff.

DESCRIPTORS: Instructional materials; Nutrition Education and Training Program; Surveys

EVALUATION TOOLS: all are questionnaires

404 **New improved meals.** Saipan, Mariana Islands: Department of Education, Commonwealth of the Northern Marianas Islands. 1980.

FORMAT: 15 page booklet

FNIC NO.: C-2521

English

ABSTRACT: A student developed booklet provides six recipes (soup, main course, vegetable, rice, dessert, beverage) created or redesigned to improve the nutritional quality of typical meals of Pacific islanders. A brief description of the functions and local sources of some major nutrients are included.

DESCRIPTORS: Instructional materials; Cookbooks; Ethnic foods; Micronesia; Recipes

406 **New pacific nutrition.**
Rody, Nancy. Saipan, Marianas Islands; Marianas Dept. of Education. 1981.

FORMAT: 160 pages, softbound

FNIC NO.: E-3925

English

ABSTRACT: Twelve chapters describe good nutrition and hygiene for parents of young children in a simple, easy-to-read format interspersed with many black and white photographs, drawings and graphs. Functions and sources of nutrients are given with special emphasis on foods on the Pacific Islands. Nutrition during pregnancy and breastfeeding, food guides for children 4 months through 6 years, and food buying and selling tips are provided. A few recipes are included. Appendices include nutritive values of Pacific Island foods, 1980 RDAs and food charts in vernacular.

DESCRIPTORS: Instructional materials; Nutrition education; Nutrient values

408 **Nina'etnon saeklon nankanno Micronesia.** Saipan, Mariana Islands; NETP Nutrition Education Project, CNMI Dept. of Education. 1981.

FORMAT: 43 pages, spiral bound

FNIC NO.: C-2520

Chamorro

ABSTRACT: A cookbook, written in the Chamorro language, features recipes and illustrations of foods indigenous to the Micronesian islands.

DESCRIPTORS: Instructional materials; Cookbooks; Micronesia

407 **Nurture: v.1-curriculum guide, v.2- activity guide, v.3- parent guide.**
Bakersfield; Bakersfield College. 1981.

FORMAT: 3 volume set

FNIC NO.: B-3041-B-3043

SOURCE: Nancy Nikkel, Bakersfield College, 1801 Panorama Drive, Bakersfield, CA 93305

COST: $8.00

ED. LEVEL: Preschool education

English, (also available in Spanish)

ABSTRACT: A three volume set provides nutrition education lesson plans for cognitive, affective and psychomotor learning of preschool children. Lessons are sequential and encourage rational food choices which will promote lifelong good health and well being. Forty-five lessons, based on concepts of the California State Health Framework are divided into 12 basic preschool topics; animals, Basic Four, careers, colors and shapes, communication, family, health and safety, people of the world, seasons, senses, snacks and special occasions. Each lesson consists of a motivational opener (song, story, poem, etc.), class activity, supplemental teacher information, evaluation, vocabulary words and enrichment activities. The activity guide provides additional resources divided according to games, recipes, songs, stories and patterns. The parent guide provides adult group activity lesson plans covering nutrition, food preparation, food sanitation and consumer education. Worksheets, recipes, game descriptions and supplemental information sheets accompany lessons.

DESCRIPTORS: Instructional materials; Lesson plans; Worksheets; Educational games; Recipes

408 **Nutrition addition packet.** Boston: Massachusetts Department of Education. 1980.

FORMAT: kit

FNIC NO.: AV

English, Spanish

ABSTRACT: The Nutrition Addition packet provides assessment and resource materials developed at the state level. Assessment materials include instruments and outcome reports of the 1980 statewide nutrition needs assessment. Resource materials, designed to aid implementation of the 1980 assessment, include a pocket folder containing needs assessment, school food service and nutrition education program information, USDA guides to diet improvement and the school lunch pattern and a nutrient chart. Ten learning activity packets teach basic nutrition skills at four curriculum levels. Each packet contains background information, suggested learning activites and student worksheets. The Resource Guide summarizes pertinent characteristics and priorities of 46 grants funded by the NET program and other Massachusetts agencies. Other materials include a student-developed flyer describing the Youth Advisory Council, an English/Spanish pamphlet for parent workshops (What Can We Feed Our Kids) and a flyer (Children...Our Greatest National Resource) developed to solicit support and cooperation for child nutrition programs and nutrition education.

DESCRIPTORS: Resource materials; Needs assessment; Nutrition education; Nutrition knowledge; Nutrition Education and Training Program

409 **Nutrition and physical fitness reading list.** Nashville: Tennessee Department of Education. 1979.

FORMAT: 6 pages, unbound

FNIC NO.: E-4059

SOURCE: Tennessee NET Program, State Department of Education, 133 Cordell Hull Building, Nashville, TN 37219

COST: Free (one copy per NET coordinator)

English

ABSTRACT: A list of reliable nutrition and physical fitness literature recommended by the American Dietetic Association, Nashville District Dietetic Association and the Nashville Nutrition Committee suggests 16 references and supplies publisher and cost information.

DESCRIPTORS: Instructional materials; Nutrition education; Physical fitness; Reading materials

410 **Nutrition awareness: Basic concepts and eating patterns.** Gainesville: University of Florida. n.d..

FORMAT: 6 lessons, various pagings, unbound

FNIC NO.: B-3316

SOURCE: Mr. C.M. Hinton, University of Florida, Building 664, Gainesville, FL 32611

COST: Free (single copy)

English

ABSTRACT: A set of 6 nutrition education lessons for at-home study are designed to help adults evaluate nutrition information in relation to food selection and to select a nutritionally adequate diet. Each of the lessons is organized into a summary of major concepts (in list form) presented in the lesson; the text or body of the lesson, with appropriate subheadings; references; and quiz designed to help review the concepts presented in the lesson. Lesson topics include (1) nutrition basics (factors influencing food choices, U.S. Dietary Goals, description and functions of nutrients), (2) building nutritional expertise (vitamins and minerals and their toxicities, nutrient availability and nutrients essential for human nutrition), (3) standards for nutrient intake (RDA's, US RDA's, nutritional labeling), (4) food guides (history and comparison of, Basic Four, nutrients provided), (5) counting calories, the exchange system, and (6) conserving nutrients in food.

DESCRIPTORS: Instructional materials; Adult education; Nutrition education; Independent study

EVALUATION TOOLS: Student quiz at the end of each lesson (T/F, short answer)

411 **Nutrition bulletin board ideas.** Washington, D.C.: Dept. of Food Services, Public Schools of District of Columbia. n.d..

FORMAT: pamphlet

COST: Free, pamphlet may be duplicated

English

ABSTRACT: Brief nutrition information to be used to create bulletin boards includes definitions of nutrition and nutrients, nutrient functions, food group descriptions, recommended numbers of servings from basic food groups, health snack suggestions, a crossword and word search puzzle and a review quiz.

DESCRIPTORS: Instructional materials; Classroom materials; Nutrition education; Nutrients; Basic Four; Snacks

412 **Nutrition comparison cards for Pacific Island foods.** Rody, Nancy. Saipan, Marianas Islands; Nutrition Education & Training Program. 1980.

FORMAT: 71 pages in binder

FNIC NO.: B-3304

ED. LEVEL: Multilevel education

English

ABSTRACT: Nutrient comparison cards provide graphic descriptions of 3 food groups of the Pacific Islands, body building, energy and protective foods, and empty calorie foods. Bar graphs show percent of RDA (non-pregnant female, 19-22 years) for 9 nutrients (calories, protein, vitamin A, vitamin C, thiamin, riboflavin, niacin, calcium, and iron).

DESCRIPTORS: Instructional materials; Nutrient values; Nutrient sources

413 **Nutrition education programs for the classroom pre K-12.** White-Stevens, Lillian. Trenton: New Jersey State Department of Education Division of School Programs. 1981.

FORMAT: 155 pages, softbound

FNIC NO.: B-3353

ED. LEVEL: Professional education

English

ABSTRACT: A catalogue describes 232 Nutrition Education and Training Program projects implemented by public and private schools and agencies in New Jersey from grants not exceeding $5,000. Program descriptions are divided into four sections: preschool, elementary grades (K-6), secondary grades (7-12), and special education (gifted and talented, handicapped). A uniform descriptive format includes (for each program) the school district and county, appropriate grade level, a brief summary descriptor, a narrative overview outlining the program and materials developed, funding allocated and a local contact person.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition Education and Training Program; Program descriptions

414 **Nutrition education training manual for family day care providers.** West Orange: Educational Improvement Center-Northeast. 1980.

FORMAT: 56 pages in 3 ring binder

FNIC NO.: B-3352

English

ABSTRACT: A resource for family day care personnel working with day care providers, contains lessons in specific areas of interest within five workshop units: Introduction to Nutrition (nutrients--their functions and sources, use of RDAs and US RDAs), Nutritional Needs of Infants (feeding guidelines, preparation and storage of baby foods), Meal, Menu Planning and Snacks (food selection and purchase, snacks, food labeling) and Nutrition Education Activities (skills developed through food activities, games, food preparation, gardening). Workshop materials include didactic information worksheets, discussion questions, suggested activities and pertinent references for further learning.

DESCRIPTORS: Instructional materials; Teaching guides; Child care workers; Nutrition education; Day care services; Infant feeding

415 **Nutrition education: A needs assessment for Oklahoma.** Baird, Joan; Wohlberg, Laura. Oklahoma City; Oklahoma State Department of Education School Lunch Section. 1979.

FORMAT: Multi-sectioned; individually paged

FNIC NO.: E-3849

English

ABSTRACT: An Oklahoma nutrition education needs assessment provides information on the nutritional status, food habits, and nutrition-related health problems of children and information on attitudes, knowledge and training needs of school personnel (teachers). The representative random sample data were derived from the 1979 Nutrition Survey from all public schools in Oklahoma. The school food service programs and teachers' and principals' attitudes are also described. Nutrition education programs currently available through educational facilities and other agencies are explained. Problems encountered in nutrition education are summarized and suggestions for alleviation of these problems are offered. Nutrition education materials available in Oklahoma are briefly described. Survey and testing instrument agency responses are included.

DESCRIPTORS: Reference materials; Needs assessment; Nutrition Education and Training Program; Nutrition knowledge; Children; School food service

416 **Nutrition related knowledge and opinions of Wisconsin sixth and tenth grade students.** Evans, Francis B. Madison, WI; Wisconsin Department of Public Instruction. 1981.

FORMAT: 76 page booklet

FNIC NO.: E-4083

SOURCE: Wisconsin NET Program, State of Wisconsin, Department of Public Instruction, 125 South Webster Street, Box 7841, Madison, WI 53707

COST: single copies available free while supply lasts

ED. LEVEL: Professional education

English

ABSTRACT: Background, development, design, implementation and results of the student nutrition knowledge and opinion instruments administered to randomly selected 6th and 10th grade students in Wisconsin are described. Responses are tabulated according to grade level and sex within each grade level. While 6th grade male and female responses were similar, 10th grade females were more certain of their nutrition knowledge and expressed a more positive attitude toward obtaining more nutrition knowledge than did the males. Copies of the test instruments and answer keys are included.

DESCRIPTORS: Instructional materials; Reference materials; Test construction; Test results; Nutrition knowledge; Opinions; Grade 6; Grade 10

EVALUATION TOOLS: Test instrument

417 **Nutrition resource guide for staff and parents.** San Jose; San Jose Unified School District. 1981.

FORMAT: 174 pages

FNIC NO.: B-3410

SOURCE: San Jose Unified School District, 706 West Julian, San Jose, CA 95126

ED. LEVEL: Parent education

English

ABSTRACT: Ten nutrition education presentations for adult inservice/workshop seminars provide didactic and participative activities fulfilling stated behavioral objectives. Topics include; Basic Four; nutrients and their functions; guidelines for contemporary nutrition; exercise; vegetarianism; food enrichment and fortification; food additives and food protection. Handout masters are included. Sample newsletters for community use provide information, recipes, activities and references and may be reproduced. Designs for nutrition awareness centers (displays) focus on basic nutrition facts, food labeling, "hidden sugar" content of food and healthy snacking.

DESCRIPTORS: Instructional materials; Nutrition education; Workshops; Basic nutrition facts

418 **Nutrition spots.** Carson City, NV; Nevada Department of Education. n.d..

FORMAT: 2-60 second public service announcements

FNIC NO.: AV

English

ABSTRACT: Two 60-second color public service announcements depict nutrition education activities in preschool and primary classrooms and cafeterias while the narration describes Nevada's NET Program. With hands-on activities, NET provides instruction in food values, food origins, skills necessary for wise food choices, other relevant nutrition and health information and management training for food service employees.

DESCRIPTORS: Instructional media; Television; Information dissemination; Nutrition Education and Training Program

418 **Nutrition super stars: Final report.** Houtkooper, Linda. Tucson; University of Arizona. 1980.

FORMAT: 1 volume, various pagings

FNIC NO.: E-3620

ED. LEVEL: Professional education

English

ABSTRACT: A team teaching concept was used to develop, test, and evaluate an action-oriented integrated curriculum kit for nutrition and physical fitness education for 5th and 6th grades; the team was composed of the classroom teacher, the school nurse, the food service staff, and a nutrition consultant. The theme of the project, "Nutrition Super Stars", was chosen to exemplify the individual's potential for achieving optimal health through nutritious diets and exercise. Three learning strategies (cross age, media, and traditional) were applied to 700 students in four population groups in Arizona: border, transient, rural, and urban; each was evaluated by means of pre- and posttests. Each of the three educational units was composed of five lessons to be covered in 20 class plans concerning body composition, food utilization, the determinants of health status, eating and exercising for health, and attaining good health. Program evaluation revealed a significant improvement in nutrition and fitness knowledge, in attitudes, and in school lunch participation.

DESCRIPTORS: Reference materials; Curriculum development; Curriculum evaluation; Integrated curriculum; Nutrition education; Physical fitness; Bilingual education; Teaching methods; Team approach; Elementary school curriculum

EVALUATION TOOLS: Evaluation instruments

420 **Nutrition.** Rody, Nancy. Saipan, Mariana Islands; Dept. of Education, Commonwealth of the Northern Marianas Islands. 1981.

FORMAT: 34 page booklet

FNIC NO.: E-4188

Chamorro

ABSTRACT: The booklet, written in the Chamorro langauge, offers basic nutrition information, principles of sanitation, hygiene and food safety applicable to residents of the Northern Mariana Islands.

DESCRIPTORS: Instructional materials; Nutrition education; Basic nutrition facts; Food sanitation; Hygiene; Food safety

EVALUATION TOOLS: Posttests

421 **Obesity in childhood and adolescence: A review.** Haughton, Betsy. Albany; State Education Department. 1980.

FORMAT: 105 pages

FNIC NO.: E-3507

ED. LEVEL: Teacher education

English

ABSTRACT: An information package reviews the nutritional implications, clinical definitions, prevalence, health risks, treatment and etiology of obesity for New York State Education and Training personnel. Obesity has adverse effects on physical, psychological and social well-being. Thus, nutrition educators must recognize the importance of early detection and prevention of obesity in young people. Weight control begun early in life may be the most prudent and effective means of prevention, along with combined nutrition and physical education programs in schools. Other preventive efforts include the use of school growth records and message-oriented school food programs. All school personnel should be supportive of the obese child. The package includes an annotated bibliography and journal article reprints covering the obesity issue in more detail.

DESCRIPTORS: Instructional materials; Obesity; Children; Adolescents (12-19 years); Health; Weight control; Extension education; Disease prevention; Nutrition programs

422 **Planning a publicity campaign.** Sacramento; California State Department of Education. 1981.

FORMAT: portfolio (4-1/2 sides) with 3 enclosures

FNIC NO.: AV

English

ABSTRACT: Guidelines for publishing an event or program through audio or print media suggest identifying the desired outcome, the target audience and the most effective method of reaching them. Design and content of a press release and salient points to consider in competing for commercial or cable TV and radio coverage are reviewed. Nutrition-oriented examples of a press release public service and community calendar announcements are included.

DESCRIPTORS: Instructional materials; Advertising; Media development

423 **Quick foods.** St. Paul; Wisconsin NET Program. n.d..

FORMAT: 1 page folded

FNIC NO.: C-2472

English

ABSTRACT: Simple but nutritious snack and light meal ideas include quick, easy-to-prepare foods to carry or consume at home. Guidelines for choosing snacks from vending machines also are given.

DESCRIPTORS: Instructional materials; Snacks; Food habits

424 **Report of a survey of teachers, nurses, and parents attitudes and knowledge of the nutritional needs of school aged children.** Burkart, Audrey J. New Brunswick, NJ: New Jersey Cooperative Extension Service, Cook College. 1980.

FORMAT: 23 pages

FNIC NO.: E-4126

English

ABSTRACT: Results of a survey conducted by the New Jersey Cooperative Extension Service was designed to determine whether children were receiving confused "nutritional messages" from parents, teachers and school nurses. Teachers and school nurses who were selected through random sampling of school district faculties and parents who volunteered completed questionnaires designed to provide a nutrition profile of the respondents, a determination of their attitude toward school food service and their degree of agreement or disagreement with statements relating to nutrition concepts and nutritional needs of children.

DESCRIPTORS: Reference materials; Surveys; Nutrition education; Food attitudes; School food service

425 **School environment handbook. Part I: Overview and workshop activities. Part II: Environmental awareness and assessment of the school environment. Part III: Planning environmental change.** Gillespie, Judith; deHass, Patricia. Indianapolis: Division of School Food and Nutrition Programs, Indiana Department of Public Instruction. n.d..

FORMAT: 3 booklets, various paging

FNIC NO.: E-4158

SOURCE: Coordinator, Nutrition Education and Training Program, Division of School Food and Nutrition, Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204

English

ABSTRACT: A three part handbook, the product of the School Environmental Impact program, is designed to help evaluate and produce more positive attitudes of school students, teachers, staff and parents through improvements of school environments. Part I provides a rationale for how and why environments affect attitudes and behaviors of school participants and a sample set of materials for workshops which enhance participants' environmental awareness and offer opportunities to plan changes. Also included is an annotated bibliography of eight major works in the area of school environments and their impact. Part II provides awareness and assessment activities and directs information collection needed to proceed with environmental changes. Part III provides resources for goal setting activities, developing strategies for change and evaluating outcomes. Activity descriptions and participant worksheets are provided for all topic areas.

DESCRIPTORS: Instructional materials; Schools; Environmental factors; Perception; Attitudes

EVALUATION TOOLS: Evaluation activities of projects undertaken

428 **School food service: Changes and challenges for the '80s.** St. Paul; Nutrition Education and Training Program Minnesota Dept. of Education. 1980.

FORMAT: 113 slides; discussion guide, 12 min cassette tape

FNIC NO.: AV

SOURCE: Minnesota NET, Capitol Square Bldg. 550 Cedar Ave., St. Paul, Minn. 55101

English

ABSTRACT: Designed to make parents and school personnel aware of the scope of contemporary school food service, the slide/tape presentation focuses on how Minnesota's food service adapts to the sophistication and diversity of the American lifestyle. Innovative delivery systems, techniques for increasing school lunch participation, issues facing school food programs and some solutions to them are discussed and illustrated. Programs based on the philosophy of student as consumer and methods by which nutrition education is being brought into the classroom also are shown. The accompanying discussion guide describes the purpose of the module, provides a brief history of the school lunch program, and reviews both the current lunch pattern/nutritional requirements and the US Dietary Guidelines. Small group project ideas which stimulate interest and involvement in school food service programs are offered for PTA groups, faculty, community members and food service personnel.

DESCRIPTORS: Instructional materials; School food service; Innovation; Food delivery systems; Student participation; Food habits; Offer vs. serve

427 **Snacks (Draft).** Columbus; Ohio Department of Education, NET Program. 1981.

FORMAT: 44 pages (unnumbered)

FNIC NO.: E-4048

English

ABSTRACT: Children's needs for nutritious snacks to fulfill daily nutrient needs are outlined; good snacking habits are described. Fruit/vegetable, grain, protein, beverage, crunchy, smooth and combination snack ideas are listed. Recipes for assorted beverages, dips, coookies, cereals, fruit leathers and quick breads are given.

DESCRIPTORS: Instructional materials; Snacks; Recipes

428 **SPEAC for nutrition student curriculum: An evaluation report.** Copa, Patricia M.; Parsons, Joanne H. St. Paul; Division of Home Economics Education, Dept. of Vocational Education, University of Minnesota. 1980.

FORMAT: 74 page spiral bound

FNIC NO.: E-3978

ED. LEVEL: Professional education

English

ABSTRACT: The document reports findings of an evaluation to determine whether the SPEAC curriculum guide would be useful in a school environment. The evaluation was made as the guide was field tested in two occupational child care classrooms in Minneapolis using written instruments to assess effectiveness and interviews of teachers, students and resource persons. The evaluation report describes the nature of the evaluation (questions, design, field test sites) and findings on curriculum implementation and effects on program participants. The conclusions and recommendations report the curriculum to be flexible enough to be educationally effective and adapted to varying program structures. Appendices provide a guide for interviews and observation, suggested adaptations of the curriculum for special needs students, data summaries of the achievement test, open ended problem vignettes and snack planning.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Curriculum guides; Curriculum evaluation

429 **SPEAC for nutrition: Final report.** Hinze, Laurel Lee. Minneapolis; Minnesota State Department of Education. 1980.

FORMAT: 115 pages spiral bound

FNIC NO.: E-3976

ED. LEVEL: Professional education

English

ABSTRACT: The inception, implementation and evaluation design and program results of SPEAC (student, parent, educator, administrator, children) for nutrition, a cooperative preschool nutrition education model are described. Divided into six sections, the report content encompasses: the selection, background and responsibilities of project and related staff; the objectives; activity and time schedule of SPEAC; materials, site and participant selection, use of methods, materials and activities; the evaluation design; and implications, conclusions and recommendations of program results.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Program design; Program evaluation

430 **SPEAC for nutrition: Student parent educator administrator children, preschool nutrition education project: Evaluation report.** Minneapolis; Community Research Center, Augsburg College. 1980.

FORMAT: 56 pages spiral bound

FNIC NO.: E-3977

ED. LEVEL: Professional education

English

ABSTRACT: The report reviews the objectives of SPEAC (students, parents, educators, administrators, children) for nutrition and provides an overview of the model. The evaluation plan, sequence and target groups are defined. Findings related to food acceptability, food preferences of children (as determined by parents and teachers) and inservice training for food service personnel are tabulated and discussed. Recommendations for future evaluations include benefit-cost analysis, continued refinement and follow-up and the need to employ a CCFP nutrition specialist.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition education; Program evaluation

431 **Summary of nutrition education and training needs assessment conducted in Florida residential child care institutions.** Tallahassee, Fl; State of Florida Dept of Health and Rehabilitative Services. 1980.

FORMAT: multiple documents, forms, etc.

FNIC NO.: B-3325

English

ABSTRACT: The report identifies inadequacies and recommends steps to improve food service in over 70 retardation care or detention centers receiving federal reimbursement for meals. The needs assessment survey, conducted between December 1979 and April 1980 by a nutrition education consultant, provides the basis for food service training program development. Included is the nutrition assessment of health and rehabilitative services (HRS) facilities; forms for administrative review reports; meal analysis; food service managers, directors and supervisors questionnaire; a pretraining nutrition education questionnaire for teachers; Department of Education (DOE) correspondence; portions of the Florida DOE operations manual; a staffing pattern guide, inspection reports; institutional food service forms; and a summary of national school lunch meal pattern provisions.

DESCRIPTORS: Instructional materials; Needs assessment; Child care centers

432 **Teaching about nutrition.** Nance, Emma. Denver; Child Nutrition Unit-Colorado Department of Education. 1982.

FORMAT: kit with 12 portfolios; 26 transparencies

FNIC NO.: AV

ED. LEVEL: Grade 4, Grade 5, Grade 6, Secondary grades

English

ABSTRACT: A resource kit for use by school food service personnel, teachers and students (grades 4-12) contains 12 portfolios of materials to be used in classroom nutrition study or with PTA and other adult groups. Portfolio topics include: school lunch and its role in nutrition education; Basic Four food groups; food discovery and tasting experiences; introduction to major nutrients, Recommended Dietary Allowances, additives and food labeling; bulletin board and exhibit ideas; and puppetry. School lunch and food attitude surveys are provided; student and parent involvement activity ideas are included. Transparencies and handout/activity masters also are provided to enhance classroom activities and presentations.

DESCRIPTORS: Instructional materials; Nutrition education; School lunch; Basic Four; Nutrient requirements; Nutrient sources; Recommended Dietary Allowances; Labeling; Bulletin boards; Puppets

433 **Teaming for nutrition education.** Milpitas, CA; Milpitas Unified School District, Dept. of Food & Nutrition Services. 1980.

FORMAT: 53 page booklet

FNIC NO.: E-4120

English

ABSTRACT: The document provides an overview of the organization, implementation, and evaluation of the Nutrition Education Project in Milpitas (CA) Unified School District. Also included are supportive statistics of cognitive, affective, and action testing, school breakfast and lunch participation, policies and bylaws of the school district relating to nutritive quality of foods available to students, sample lesson plans for student instruction, staff development and parent education. A descriptive, promotional brochure is included in the back pocket.

DESCRIPTORS: Instructional materials; Reference materials; Nutrition Education and Training Program; Program evaluation; Lesson plans

434 **The commonwealth cookbook.** Rody, Nancy. Saipan, Marianas Islands; Nutrition Education & Training Program, Dept. of Education, Commonwealth of Northern Mariana Islands. 1979.

FORMAT: 91 pages, spiral bound

FNIC NO.: E-4123

SOURCE: Unknown

English

ABSTRACT: A collection of nearly 300 recipes features, primarily, fruits and vegetables indigenous to Micronesia. A large chapter is also devoted to fish. Nutrient content and preparation tips are described for exotic items such as breadfruit, soursop, guava, polynesian chestnut, papaya and taro as well as for coconut, pumpkin, sweet potato and tapioca.

DESCRIPTORS: Instructional materials; Cookbooks; Micronesia; Tropical fruits; Taro; Tapioca; Sweet potatoes; Fish

435 **The Importance of being a parent (transparency): Bridge the gap between home and child care.** Atlanta: U.S. Dept. of Agriculture, Food and Nutrition Service, Southeast Regional Office. 1981.

FORMAT: instructional packet-21 p., 8 transparencies

FNIC NO.: AV

SOURCE: Georgia State University, Community Health Nutrition Dept., Box 670, University Plaza, Atlanta, GA 30303

English

ABSTRACT: A 20-30 minute lecture/activity presentation for working parents and child care personnel (to be conducted after viewing the film, "The Importance of Being a Parent"), describes ways parents can reinforce and provide continuity between day care learning activities and practices and life with the children at home. Orderly routines of mealtime, playtime and naptime; mealtime atmosphere and eating habits, table manners and child involvement in food preparation are discussed. Transparencies reinforce content outline material and group activities.

DESCRIPTORS: Instructional materials; Nutrition education; Preschool children (2-5 years); Parent participation; Day care services; Food habits

436 **The nutrition game.** Lincoln, NE: Nebraska Department of Education. 1980.

FORMAT: kit containing trainers guide, menu planning guide

English

ABSTRACT: A nutrition resource training kit provides trainer and participant materials needed to introduce the USDA Child Care Food Program to day care home providers, day care center cooks and directors. The trainer's guide provides a script which specifies when and how to use transparencies, handouts, suggested group activities, and discussion questions. Transparencies are filled in by trainers as the lesson is taught. The menu planning guide provides lists of fruits and vegetables, bread and bread alternates, milk and food sources of vitamins A, C and iron. Also included are a 5-day menu and menu planning worksheet.

DESCRIPTORS: Instructional materials; Adult education; Child care workers; Child Care Food Program

437 **The parent's handbook.** Columbus; Ohio Department of Education. n.d..

FORMAT: 6 pages

FNIC NO.: E-4044

English

ABSTRACT: Suggestions are offered to help parents decrease the amount of "competitive foods" (i.e., high sugar, salt, or fat/low nutritional value) their children consume. Ideas for improving eating habits at school and at home emphasize substituting nutritious items (fresh fruits, vegetables, whole grain flours) for desserts and snacks and trying new foods. Many suggestions encourage parent/child interaction in discussion planning, purchasing and preparation of family meals.

DESCRIPTORS: Instructional materials; Nutrition education; Parent education; Parent participation; Food habits

438 **This is NETP.** Sacramento: California Nutrition Education and Training Program. 1981.

FORMAT: 12 minute audiocassette tape

FNIC NO.: AV

SOURCE: California Nutrition Education and Training Program, State Education Building, 721 Capital Mall, Sacramento, CA 95814

English

ABSTRACT: A filmstrip/tape presentation explains how the growing awareness of good health and well being through exercise and improved eating habits can be attributed to the California NET Program. The history and development of California's NET program since 1977 is described briefly. Since then, over 200 programs have been implemented, encompassing the four components of the program: media (cartoons, public service announcements, pamphlets); student instruction (sequential nutrition education curriculum for preschool through grade 12); staff training, especially for food service personnel; and local innovative programs. The filmstrip accentuates and illustrates the narrative information.

DESCRIPTORS: Instructional media; Nutrition Education and Training Program; Program development; Media development; Curriculum development; Food service training

439 **Training manual for nutritional needs during the life cycle to accompany Eater's Guide and Feeding Advice for You and Your Baby.** Santa Clara; Santa Clara County Health Department. 1980.

FORMAT: unnumbered pages

FNIC NO.: E-3964

English

ABSTRACT: Activity sheets encourage participants to evaluate their own diet and other menus with respect to all aspects of the Dietary Guidelines for Americans. Other activities focus on caffeine intake, protein complimentarity, shopping strategies, vitamin supplementation and weight control.

DESCRIPTORS: Instructional materials; Nutrition education; Food knowledge; Learning activities

440 **Wisconsin nutrition education and training program: Suggested resource list.** Madison; Wisconsin Department of Public Instruction. 1980.

FORMAT: 62 pages

FNIC NO.: E-4094

English

ABSTRACT: The resource list serves as a guide for Wisconsin school personnel in the selection of nutrition education materials, such as books, films, games, ditto masters, etc. Over 300 entries list their source, price, publication date, and an evaluative description of the material.

DESCRIPTORS: Instructional materials; Reference materials; Adult education; Resource materials

441 **Working together for nutrition education.**
Baldrica, Michele A.R.
Mahtomedi, MN; Independent School District 832, Mahtomedi Public Schools. 1980.

FORMAT: 21 pages

FNIC NO.: E-4023

ED. LEVEL: Secondary grades

English

ABSTRACT: Family-centered nutrition education activities include worksheets, games and other activities to increase individual and family awareness of the importance of food habits, nutrition and exercise to health and well being. Activities explore eating habits, supermarket merchandising, food cost comparisons, budgeting and weight control.

DESCRIPTORS: Instructional materials; Learning activities; Family life; Food habits; Merchandising; Weight control

442 **Your nutrition quotient.**
Sewell, NJ; EIC-South. n.d..

FORMAT: 20 min. cassette tape, filmstrip & quiz sheet

FNIC NO.: AV

English

ABSTRACT: To accentuate the need for nutrition education, a filmstrip with cassette tape narration briefly describes the evaluation of present day American eating habits, how they relate to some major health problems (tooth decay, heart disease, hypertension, overweight), and factors which influence lifelong eating patterns. There is a pause while participants answer a seven-question nutrition quiz. The filmstrip/tape resumes, answering each quiz question in detail and providing supplementary nutrition information. Quiz questions address; purposes of eating, leader nutrients and food labeling, snacking, nutritious breakfast choices, school lunch promotion, nutritional needs of athletes and nutrition education resources available in New Jersey.

DESCRIPTORS: Instructional media; Food habits; Nutrient requirements; Labeling; Snacks; Breakfast; School lunch; Diets for athletes; Nutrition education; Resources

EVALUATION TOOLS: Nutrition quotient quiz

443 **1980 nutrition report: Illinois inventory of educational progress.**
Springfield; Illinois State Board of Education. n.d..

FORMAT: 27 page booklet

FNIC NO.: E-3985

SOURCE: Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777

English

ABSTRACT: An assessment of the nutrition knowledge and application of this knowledge by fourth, eighth and eleventh grade students in Illinois was undertaken to provide relevant data on educational achievement and to identify trends in educational achievement for educational decision makers. The evaluations include questions measuring student principles, the relationship between food intake and the psychological aspects of food and the importance of eating a well balanced diet. Evaluations include curricular analyses (nutrition results, fourth, eighth and eleventh grade results); recommendations for future programs; and individual item analyses of selected questions.

DESCRIPTORS: Instructional materials; Nutrition education; Program evaluation

Extension Education

444 **Nutrition for family health. Home visitor's handbook**. St. Joseph, MO: Economic Opportunity Corporation of Greater St. Joseph. 1981.

FORMAT: unnumbered pages in looseleaf folder

FNIC NO.: E-4085

English

ABSTRACT: The guide is designed as a work tool to aid Head Start Program Home Visitors conduct nutrition education experiences with families. Monthly units, labeled September through May, are provided. Each month's plan describes 3-4 snacks (with an emphasis on fresh fruit and vegetables) and involves children in the preparation and service. Lessons also include a nutrition topic to discuss or an activity to complete with the mother, teaching them how to assess their nutrition status and make wise food choices. Topics for the nine units are: nutritional assessment, Basic Four, wholesome snacking, iron, food cost control, weight control, sodium, and fiber and dental health. Background information, recipes, sample worksheets and teaching recommendations are included.

DESCRIPTORS: Instructional materials; Nutrition education; Family environment; Nutritional assessment; Food habits; Family nutrition

445 **Manual for workshop and conference managers.**
DeCoster, Thomas A.
Indianapolis, IN: Indiana Department of Public Instruction. n.d..

FORMAT: 37 pages, spiral bound

FNIC NO.: E-4086

English

ABSTRACT: A comprehensive tool, designed to assist managers in all phases of project planning, is organized according to major activites with 11 project area sections: background objectives/preliminary curriculum; trainers; promotion; printing; registration; equipment; instructional materials; facility, food, drink, workshop room, budget, and miscellaneous. Each section provides basic information or objectives to be accomplished, allows space for setting target and completion dates and responsible persons. Relevant samples of correspondence, tabulation and record-keeping forms are included.

DESCRIPTORS: Reference materials; Workshops; Planning; Budgeting; Environment

Part II

Literature Citations Concerning NET

NET Planning, Evaluation, and Program Support

Cross, Audrey Title. "USDA'S STRATEGIES FOR THE 80s: NUTRITION EDUCATION." J. of the American Dietetic Association, 76(4): 333-337, April 1980.

Programs sponsored by U.S. Department of Agriculture to improve the nutritional status of the nation through nutrition education are summarized. Major emphasis of the NET Program is: (1) to educate children about the relationship between the nutritional value of foods and good health; (2) to train food service personnel in the principles of good nutrition and food service management; (3) to inform educators of the principles of nutrition and available resources; and (4) to develop useful educational materials, teaching aids, and curricula.

De Zeeuw, Mary Lou. "NET: ASPIRATIONS AND TRAINING IMPLICATIONS." School Food Service J., 33(8): 81-84, September 1979.

The American Food Service Association identified nationwide training programs being developed by NET coordinators. In order of priority, the areas being addressed by states include: teacher training, food service personnel, elementary school programs, preschool programs, and secondary school programs. Most programs have developed curriculum guides for K-6 and program designs for personnel training. Curriculum guides for preschool as well as guides and materials for grades 7-12 are lacking. A listing of each state's strongest program feature is provided.

Division of Vocational Education. Office of Home Economics. Maryland State Department of Education. "NUTRITION EDUCATION AND TRAINING PROGRAM. PUBLIC LAW 95-166. ANNUAL EVALUATION REPORT, SEPTEMBER 1, 1981 - JUNE 30, 1982." Baltimore: Maryland State Department of Education, ERIC Document Number: ED220561. 55 pp., June 1982.

The 1981 NET Program described in this report is a continuation of activities begun in 1979 in the Baltimore, Maryland public schools. In 1981 the project integrated the objectives and learning activities developed during 1979 and 1980 into elementary and secondary education health, home economics, and science curriculum guides; held curriculum implementation workshops for secondary teachers of those subjects; implemented an accredited inservice course on an interdisciplinary approach to teaching nutrition, and provided community nutrition information dissemination workshops. Evaluation of the project involved pretesting and posttesting of teachers who participated in training; field testing of the curriculum guides by selected teachers who had received training; pretesting and posttesting of students in the tryout classes; and surveys of teachers' and students' nutrition opinions and food attitudes. Teachers reported that the guides were helpful. Test results indicated little change in the teachers' knowledge and students need more instruction in nutrition.

Evans, Frances B. "NUTRITION RELATED KNOWLEDGE AND OPINIONS OF WISCONSIN SIXTH AND TENTH GRADE STUDENTS." Madison: Wisconsin State Department of Public Instruction, ERIC Document Number: ED211589. 81 pp., November 30, 1981.

Wisconsin's NET Program developed a test that would provide an adequate measure of the effect of their program on student's knowledge. This test was given to sixth and tenth grade students. Results indicated that although both males and females at the tenth grade level scored higher than those at the sixth grade level, tenth grade females gained more knowledge over this period than did their male classmates.

Food and Nutrition Service, USDA. "NUTRITION EDUCATION AND TRAINING PROGRAM. STATE AGENCY PLAN GUIDANCE." June 1978.

This document provides guidance for conducting a needs assessment, establishing priorities, identifying resources, setting goals, and establishing, implementing and evaluating objectives. Information on civil rights, audits, financial management, and monitoring is also presented.

Food and Nutrition Service, USDA. "NUTRITION EDUCATION AND TRAINING PROGRAM. STATE AGENCY PLAN GUIDANCE. FY 1980 FUNDING." December 1978.

Guidance for preparation of FY 1980 state agency plans for the NET Program is provided.

Frankle, Reva T. "IT'S NEVER TOO EARLY FOR NUTRITION EDUCATION." J. of School Health, 50(7): 387-391, September 1980.

The role of industry, specifically Weight Watchers International (WWI), in providing nutrition information under the National School Lunch Act and Child Nutrition Amendment is examined. Developed by WWI, "The Child's Garden of Eating" program materials aims to help elementary school children understand the relationship of food to their bodies, develop a sense of excitement in learning about food, and to develop personal responsibility for food selection. Pilot test results showed a high level of acceptance by teachers and students.

Jenkins, Dianne D. "TEACHING KIDS ABOUT FOOD." Food and Nutrition, 9(1): 9-13, February 1979.

Under Public Law 95-166, passed in November 1977, Congress allocated funds for state education agencies to use for nutrition education and training. Many states are looking for new ideas and approaches to teach children about food and nutrition. Several ideas shared by nutrition educators are discussed: (1) children turn off to negatives, (2) past efforts to teach nutrition in the schools were fragmented. Teachers and school food service workers need to work together, (3) children need the knowledge and encouragement to make choices right for them, (4) a knowledge of the food cycle is needed, and (5) the child should be responsible for his health.

Luck, Joan. "NET: WHAT'S IT ALL ABOUT?" School Food Service J., 33(6): 52, 55-56, 58, June/July 1979.

Child nutrition programs of the U.S. Department of Agriculture have had a dual goal: to provide nutritious meals and teach children good eating habits. The goals of the NET Program are to provide children with opportunities to learn about food and nutrition and its relation to health and to provide experiences in using this knowledge. Examples of innovative food service training activities are provided along with a listing of NET Program state coordinators.

Maretzki, Audrey N. "A PERSPECTIVE ON NUTRITION EDUCATION AND TRAINING." J. of Nutrition Education, 11(4): 176-180, October/December 1979.

To meet the intent of Public Law 95-166, the National School Lunch Act and Child Nutrition Amendment, teachers must present nutrition facts and enable children to apply this knowledge to foods. Nutrition must be captured in an age-appropriate curriculum which addresses the question of HOW to teach, WHAT is to be learned, and WHY it should be taught. A well designed curriculum forges intellectual links among many disciplines. The article discusses barriers to the implementation of nutrition education, the role of the nutritionist, and dissemination of ideas.

Mellinger, Amanda Dew. "A CALL FOR NET PROGRAM COMMUNICATION." J. of Nutrition Education, 11(4): 170, October-December 1979.

To assure success of the NET Program, the author suggests establishing realistic goals and closely monitoring these goals, involving the community and tapping its resources, and providing hard data on the program's overall effectiveness.

Mellinger, Amanda Dew. "MAXIMIZING PROGRAM DOLLARS FOR NUTRITION EDUCATION AND TRAINING." J. of Nutrition Education, 13(2): 45, June 1981.

The California NET Program selects projects of proven value and recreates them in other local systems to provide the greatest educational benefit at the least cost. An "exemplary project" is one that is comprehensive, that has been in effect for at least 2 years, and that has been judged to have high quality materials and management. After selection, the exemplary project is demonstrated throughout the State and "adapted" by 6-10 local agencies.

Mellinger, Amanda Dew. "NUTRITION EDUCATION: PUTTING IT TOGETHER AND MAKING IT WORK." School Food Service J., 34(5): 40-43, May 1980.

California's first Nutrition Education and Training Program (NETP) state plan consisted of four components: media campaign, curriculum development, staff development and community education, and local projects. To create public awareness about the importance of good nutrition and the NETP, a multi-media approach was implemented. The K-12 curriculum has three types of lessons: information acquisition, values awareness, and open discussion. For the food service workers, two courses were developed: food procurement and current issues in child nutrition programs. A total of 150 local nutrition education projects for fiscal year 1979-80 were funded. Ongoing evaluation is a vital component of California's NETP.

Mellinger, Amanda Dew. "THE NUTRITION EDUCATION AND TRAINING PROGRAM: THE SEED BEARS FRUIT." School Food Service J., 35(4): 60, 63, April 1981.

The NET Program is having a major impact on nutrition knowledge, behavior and attitudes of its target groups. A reduction in plate waste and reduction of health care costs are some of the projected benefits of the program. Materials developed by various states are described.

Office of Educational Evaluation. New York City Board of Education. "NUTRITION EDUCATION TRAINING PROGRAM, 1980-1981. FINAL EVALUATION REPORT, JANUARY 27, 1981 - JUNE 30, 1981." Albany: New York State Education Department, ERIC Document Number ED212712, 29 pp., 1981.

A 2-day inservice nutrition education training program was designed to provide teachers with curriculum methodology and materials in nutrition education for grades K-6. This report examines the results of a posttest questionnaire designed to assess teacher reactions to the curriculum materials, teacher attitudes about the effect of the program, and the extent to which program implementation took place. Twenty-two percent of the participants responded to the posttest questionnaire. The majority of these respondents noted positive behavioral changes in the food habits of students. The program also helped to improve teachers' attitudes toward teaching nutrition and to increase parent involvement in nutrition education. Only a small percentage of teachers reported that schoolwide nutrition activity took place as a result of the program.

O'Rourke, Thomas, W. and Koizumi, Kiyoka. "BEYOND THE BASIC FOUR: WHAT DOES JOHNNY KNOW ABOUT NUTRITION?" J. of School Health, 52(4): 212-216, April 1982.

Illinois used the Nutritional Achievement Test developed by National Dairy Council to assess the needs of children in grades K-6. The mean score for most grades was not greater than 50 percent.

St. Pierre, Robert G. "AN EVALUATION OF THE NUTRITION EDUCATION AND TRAINING PROGRAM: PROJECT SUMMARY." Washington, DC: Office of Policy, Planning and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, 71 p., May 1981.

A summary of a 2-year study describes the operation of the NET Program nationally and assesses the program's impact in several states, specifically Georgia and Nebraska. Some 3,700 elementary school students in Georgia and Nebraska were tested on nutrition knowledge, attitudes, and behavior. Both programs demonstrated unequivocal positive effects on knowledge, with the greatest improvement seen in grades 1-3. Effects on nutritional attitudes were mixed; little behavior change concerning plate waste was observed. NET activities vary from state to state. The study concluded that the programs are effective.

St. Pierre, Robert G; Glotzer, Judith A.; and Abt Associates, Incorporated. "AN EVALUATION OF THE GEORGIA NUTRITION EDUCATION AND TRAINING PROGRAM." Washington, DC: Office of Policy, Planning and Evaluation, Food and Nutrition Service. U.S. Department of Agriculture. 79 pp., October 1981.

This report contains an overview of the national NET Program, a description of Georgia's NET Program, and an analysis of its effectiveness. Although schools in Georgia implemented different nutrition education activities, an increase in nutrition knowledge was noted in the early grades. Mixed effects on food attitudes and food habits were observed.

St. Pierre, Robert G.; Glotzer, Judith A.; and Abt Associates, Incorporated. "AN EVALUATION OF THE GEORGIA NUTRITION EDUCATION AND TRAINING PROGRAM. EXECUTIVE SUMMARY." Washington, DC: Office of Policy, Planning and Evaluation, Food and Nutrition Services, U.S. Department of Agriculture. 11 pp., 1981.

Georgia's NET Program has a decentralized system for disseminating nutrition information. Analysis of the cognitive, affective, and behavioral domains showed positive effects on nutrition knowledge. Mixed effects were observed for food attitudes and food habits. Georgia's program was more effective with younger than older children on all three domains.

St. Pierre, Robert G. and others. "AN EVALUATION OF THE NUTRITION EDUCATION AND TRAINING PROGRAM: FINDINGS FROM NEBRASKA. EVALUATION AND PROGRAM PLANNING." An International J., 4(3-4): 335-344, 1981. ERIC Document Number: EJ265312.

Methods and findings are summarized from a classical randomized experiment used to evaluate the NET Program that was developed and implemented in Nebraska. Positive effects of the program were generally found.

St. Pierre, Robert G. and Rezmovic, Victor. "AN OVERVIEW OF THE NATIONAL NUTRITION EDUCATION AND TRAINING PROGRAM EVALUATION." J. of Nutrition Education, 14(2): 61-66, June 1982.

The article presents an organizing framework for nutrition education evaluation and summarizes a comprehensive study of the NET Program. Evaluations of NET programs showed that both centralized (single curriculum) as well as decentralized (multiple curricula) have large positive effects on children's nutrition-related knowledge. Some positive behavioral and attitudinal effects were also observed.

Stackhouse, Marilyn. "NUTRITION EDUCATION AND TRAINING." Food and Nutrition, 9(6): 10-11, December 1979.

Using NET funds, states are helping schools and child care centers develop projects, which actively involve children in the learning about food. Preschool children may have cooking experiences. Teens may serve as teachers. Workshops for teachers and school food service personnel are held and outreach programs for parents are also being implemented.

Ullrich, Helen D. "SNE ON THE ISSUES. NUTRITION EDUCATION AND TRAINING PROGRAM." J. of Nutrition Education, 12(2): 40, April-June 1980.

The membership of the Society for Nutrition Education (SNE) passed a resolution strongly urging Congress to reauthorize the NET program. SNE also established guidelines for qualifications and functions of nutrition education specialists in school.

"A.D.A. SUPPORTS FULL FUNDING OF CHILD NUTRITION PROGRAMS." J. American Dietetic Association, 77(1): 74, July 1980.

Letter written to the Committee on Education and Labor of the U.S. House of Representatives by the American Dietetic Association's president, Esther Winterfeldt, supported full-funding in 1981 for child nutrition programs.

"MCGOVERN INTRODUCES CHILD NUTRITION PROGRAM CHANGES." School Food Service J., 34(6): 18, 20, June/July 1980.

Bill introduced by Senator McGovern on May 7, 1980 proposed a reduction in NET funds to $15 million. Beginning in 1982, a 50 percent per child entitlement would be reestablished. States would be required to have either a public hearing or an advisory council. The bill also made all nonpermanent NET programs permanent.

"STUDIES SUGGEST NEGLECT OF EFFECTIVE NET PROGRAM." Community Nutrition Institute, 12(24): 4-5, June 17, 1982.

Positive effects on children's knowledge and some positive effects on attitudes and behavior were observed in NET Programs evaluated by Abt Associates. They reported room for improvement in training food service workers and in the development of monitoring and evaluation materials. Another study conducted by Government Accounting Office (GAO) concluded that the Department of Agriculture and the Department of Education have done little to collect and share NET projects with others.

"TWO A.D.A. STATEMENTS URGE FULL FUNDING FOR WIC AND NET PROGRAMS." J. American Dietetic Association, 79(5): 586-588, November 1981.

Letter sent by the American Dietetic Association to the Senate Appropriations Committee urged full funding of NET Programs as authorized by Congress in the Omnibus Reconciliation Act of 1981. Investing in food and nutrition education during the period when dietary habits are being formed will provide the greatest benefit in terms of health promotion and disease prevention.

"WHAT THE COUNTRY REALLY THINKS ABOUT SCHOOL FOODSERVICE." Food Management, 15(7): 44-48, 66, 68, 74, 76, 78, 80, July 1980.

A section of the article reports the Congressional testimony of Ms. Amanda Mellinger on behalf of the NET Program. California's NET Program consists of four segments: media campaign, curriculum development, staff development, community education, and local projects. Research results showed that project participants had a level of good nutrition which was 21 percent higher than nonparticipants and plate waste was decreased 26 percent in NET projects. Problems plaguing NET in California are the same as the one's plaguing nationwide: the nature and timing of funding, finding support needed in each school, and encouraging schools to seek outside help.

"WASHINGTON UPDATE. 1983 ISSUE PAPER. AMERICAN SCHOOL FOOD SERVICE ASSOCIATION." School Food Service J., 37(3): 58-59, March 1983.

The 1983 issue paper presented to Congress by the American School Food Service Association opposes the termination of the NET Program.

Baird, Joan and Sibley, Marian Motes. "NUTRITION EDUCATION IN OKLAHOMA SCHOOLS: TEACHER ATTITUDES AND PRACTICES." School Food Service Research Review, 5(2): 82-84, Summer 1981.

Oklahoma State University conducted a statewide survey of public school teachers concerning their nutrition education practices and attitudes toward nutrition education and school food service. One-third of the teachers had taught nutrition the previous year. Most of these teachers were employed in elementary schools. They reported that nutrition was generally integrated into other topics. Comments about school feeding programs were positive and supportive.

Banta, Trudy and Cunningham, Joe Lynn. "A CHANCE TO DO IT RIGHT: ASSESSING THE IMPACT ON PARTICIPANTS OF A STATE-WIDE NUTRITION EDUCATION PROGRAM." ERIC Document Number: ED216457, 9 pp., March 1982.

Tennessee instituted a statewide nutrition education program for educators, school food service personnel, and children in schools and child care institutions. Establishment of an evaluation team early in the program development process proved beneficial in that the evaluators helped develop measurable program objectives. They were also able to assist in the needs assessment and in the measurement of the base-line conditions prior to the program's implementation. A comparison of the nutritional knowledge and nutritional practices of students in 48 elementary schools revealed that students who had participated in the program less than a year exhibited greater knowledge and better nutritional practices than did students in schools where the program had not been implemented.

Bogan-Cannady, Kathy. "YOU CAN'T GO WRONG BY EATING RIGHT." School Food Service J., 35(2): 70, 72, 74, February 1981.

The development of Maryland's nutrition education television spots for children in grades 6-12 is described. Popular teenage media stars were selected to present 30-second public service announcements based on the national dietary guidelines. Posters, decals, and transfers were also distributed in schools and local NET Programs.

Bowman, Eunice Wilson and Serrano, Tino. "DEVELOPING A STATE PLAN: THREE STATE COORDINATORS SHARE THEIR EXPERIENCES." Food and Nutrition, 9(6): 12-14, December 1979.

Michigan's NET coordinator formed a nutrition education advisory group consisting of statewide nutrition and education organizations, parents, students, and consumers to conduct a needs assessment. This group identified a need for activities for children and parents, and professional development activities for administrators, teachers, food service, child care and family day care providers. Using the state's 19 cooperative educational service agencies, Wisconsin organized these groups into six NET regions. Schools receiving NET funds were required to attend Wisconsin's "awareness workshops." California's NET Program has four areas of emphasis: a media campaign of public announcements, development of a nutrition education curriculum, staff development, and community education and local projects.

Briley, Margaret E.; Sullivan, Selena; Stevenson, Scottie; and Hull, Cynthia Lee. "VALIDATION AND APPLICATION OF NUTRITION EDUCATION OBJECTIVES." J. American Dietetic Association, 82(4): 385-388, April 1983.

Twenty-four objectives for nutrition education were identified and validated in a NET-funded study entitled, "Nutrition, Education, Curriculum, Training, Assessment, and Resources" (NECTAR). A questionnaire survey given to teachers and nutritionists in Texas asked them to rank nutrition education concepts and objectives. Survey results showed that the objectives can be used as a motivational tool and a means of classifying the concerns of both the student and the teacher. This goal-directed approach may provide the necessary motivation for changing student behavior.

Christianson, Meg and Bielke, Patricia. "WEIGHT CONTROL THROUGH THE WORK PLACE." School Food Service J., 34(10): 40-42, December 1980.

Milwaukee Public Schools offered diet and weight control classes to their food service employees. Participants attended one class each week for eight consecutive weeks. Instructions on behavior modification, exercise, label reading, restaurant eating, etc. were provided. Most participants did not reach their desired weight by the end of the course. Average weight loss was almost 1 pound per week.

Chun, Ramona I. T. "NET: EAST BATON ROUGE DOES IT RIGHT." School Food Service J., 35(8): 33-35, 38-39, September 1981.

The nutrition education coordinator for East Baton Rouge initiates NET programs in the school by first contacting each principal in person. A tour of the kitchen facilities is then offered to teachers and their classes. A variety of projects--vegetable parades, book fairs, snacking parties, puppet plays, and observance of special days--conducted in elementary schools are described in the article.

Condy, Judy and Swanson, Debbie Frisch. "TEACHING ABOUT NUTRITION." School Food Service J., 36(10): 81-82, November/December 1982.

The child nutrition unit of the Colorado Department of Education and the School Food Service Foundation developed a resource kit for food service employees and teachers. Each presentation includes instructions, a list of supplies needed, a written script, transparencies, and optional classroom activities. One presentation, "Planning a School Meal," has helped increase school lunch participation.

Cunningham, Jo Lynn; Skinner, Jean D.; Cagle, Lynn C.; Miller, Sandra W.; and Teets, Sharon T. "DEVELOPMENT OF CANKAP—A MULTIDIMENSIONAL MEASURE OF NUTRITIONAL BELIEFS." J. of Nutrition Education, 13(3): 109-114, September 1981.

The Comprehensive Assessment of Nutrition Knowledge, Attitudes, and Practices (CANKAP) instrument was developed to measure nutrition beliefs. There are 11 separate forms: five for students at various developmental stages, one for elementary and secondary teachers, one for food service managers and workers, one for administrators, and one for parents. A multiple choice format was used for the cognitive items and a Likert-like scale was used for items in the attitude and practice domain.

Davis, Susan S.; Bassler, Eunice M.; Anderson, Judith V.; and Fryer, Holly C. "A NUTRITION EDUCATION PROGRAM FOR PRESCHOOL CHILDREN." J. of Nutrition Education, 15(1): 4-5, March 1983.

A nutrition education curriculum for preschool children was designed and tested by the Department of Foods and Nutrition, Kansas State University. Preschool caregivers received a basic nutrition background through a programmed self-instructional unit before they were given the curriculum guide. The curriculum guide contains three chapters on nutrition-related activities, sample newsletters, and a resource section. Preschool caregivers reported that they preferred acquiring nutrition knowledge through a self-instructional unit and training workshop rather than through a lecture format. They also highly recommended the revised curriculum guide.

deHoger, Fatima S.; Trivette, Carolyn; and Culley, Penny. "A NUTRITION EDUCATION AND TRAINING PROJECT FOR SCHOOL FOOD SERVICE TECHNICIANS." School Food Service Research Review, 5(2): 74-77, Summer 1981.

Louisiana NET conducted a two-phase project for food service technicians. In Phase 1 a unit on "Basic Principles of Nutrition" was taught. The best time of day for instruction and type of instruction were determined in this phase. An evaluation of instructor qualifications was done in Phase 2. Pretests and posttests measured knowledge, comprehension, and application of the material presented. The paired-t test analyzed the difference in scores on time, methods of instruction, and type of instructor. Results showed that the food service technician's overall knowledge improved significantly after instruction. Morning sessions and group instruction were preferred. Both food service supervisors and registered managers were equally effective as instructors.

Dorsey, Jodee L.; Estep, Rebecca M.; Green, Nancy R.; and Wuthrich, Zack. "TRY A GENEROUS SERVING OF NUTRITION EDUCATION." School Food Service J., 35(8): 62, 64, September 1981.

One goal of the Florida NET Program is to utilize the food service program as a vehicle for nutrition education activities for students. As part of this effort, a teaching package for elementary schools titled "Schoolwide Activities" and a package for middle schools, "All Together Now," were developed by Florida State University. Activities are organized into lesson plans which contain a section on its purpose, description of the activity, suggestions for implementation, and a "how to do" instructions. A description of the various activities found in the teaching packages is provided.

Duyff, Roberta Larson; Marcantel, Virginia; Ray, Mary Lou; and Register, Ann. "SOUP-TO-NUTS: A TELEVISION APPROACH TO NUTRITION EDUCATION." J. American Dietetic Association, 80(2): 157-159, February 1982.

Soup-to-Nuts, an instructional television series on nutrition for junior high students, is the result of the joint efforts of nine southern states. The ten 15-minute lessons are designed to conclude with an open-ended segment to stimulate class discussion. A printed teacher's guide accompanies the series. Discussed in detail are the eight phases of production - the management plan, instructional design, production design, experimental production and field testing, scripting and production, teacher's manual, evaluation, and distribution.

Easton, Penelope S. and Enrione, Evelyn. "JOIN THE NET PARADE." School Food Service J., 34(6): 86, 89-90, June/July 1980.

In September 1979, the Food Service Administration of Duval County, Florida organized a nutrition education training program for food service managers. Three evening sessions consisting of lectures and small group discussions on communication, menu planning, and fashions with food were held. In their group discussions, managers determined how they would apply the acquired knowledge to individual school settings.

Freier, Loris; Sanders, Anita; Largay, Beatrice P.; and Klatko, Mary E. "NET: NORTH, SOUTH, EAST, AND WEST." School Food Service J., 35(1): 69-74, January 1981.

The NET Act has been implemented in many creative ways. In North Dakota a correspondence course is offered to school food service personnel at a reduced cost. Texas conducted an assessment of the school's needs, which identified the need for nutrition education inservice programs. The State implemented three workshops per year to provide a forum for information dissemination on improving school lunch and nutrition education. In Maryland a team approach involving teachers and cafeteria managers was used to develop a nutrition education package emphasizing skill development. A variety of activities such as nutrition lessons in sign language for deaf students, nutrition skits, sprout growing, bread baking, and tasting parties are being pursued in Spokane, Washington.

Geller, Monya H. "A DUAL EFFORT MULTIPLIES RETURNS." School Food Service J., 36(7): 30-32, August 1982.

Massachusetts NET Program conducted a child nutrition awareness campaign which utilized brochures, slide/tape presentation, news releases, radio and television announcements, mailings, and workshops. The campaign was expanded with the financial assistance of the Massachusetts School Food Service Association. Public support was generated when the Governor ate a typical school lunch at the State House.

Graves, Karen and Shannon, Barbara. "USING VISUAL PLATE WASTE MEASUREMENT TO ASSESS SCHOOL LUNCH FOOD BEHAVIOR." J. American Dietetic Association, 82(2): 163-165, February 1983.

A plate waste study was conducted in an elementary school for a 4-day period prior to and after the implementation of a nutrition education program. Two methods were employed to measure plate waste. One method involved the physical weighing of food and the other involved visual examination of the returned food. The two measurement techniques provided similar data on all food items except for stewed tomatoes. Girls wasted more food than boys, but the items wasted did not fall into any one food group. Effect of gender was independent of grade level.

Graves, Karen; Shannon, Barbara; Sims, Laura; and Johnson, Susan. "NUTRITION KNOWLEDGE AND ATTITUDES OF ELEMENTARY STUDENTS AFTER RECEIVING NUTRITION EDUCATION." J. American Dietetic Association, 81(4): 422-27, October 1982.

The effect of a 9-week nutrition education program on knowledge and attitudes of kindergarten through sixth grade pupils was studied. Knowledge and attitude assessment instruments were administered to the experimental group immediately before and after the instruction and to a control group. In the lower grades (kindergarten through grade 3), responses on two of the three attitude scales were positively influenced by the nutrition education instruction. The effect of nutrition education on attitudes of upper grades (grades 4 through 6) was mixed. A significant positive effect on knowledge was observed for all grades except the sixth grade.

Greig, Sue. "NOURISHING NUTRIENTS COME TO CLASS." School Food Service J., 36(8): 112, September 1982.

In 1979 a NET grant supported the offering of a class on nutrition education concepts and techniques for Manhattan, Kansas elementary school teachers. As a result of this offering, a Teacher's Nutrition Education Committee was formed. The Committee was instrumental in the adoption of the nutrition curriculum as part of the health studies in Manhattan schools. "The Nourishing Nutrients" curriculum is available in three kits—grades K-2, grades 3-6, and grades 7-8. Each kit contains a teacher lesson guide, nutrient photographs, posters, tests, and student worksheets.

Hodgin, Jo. "LITTLE RED RIDING HOOD." School Food Service J., 36(7): 35-37, August 1982.

"Red Riding Hood Today" is a musical comedy about nutrition produced by the Library Theatre of Washington in Washington, D.C. During the past 3 years, this comedy has reached more then 80,000 elementary school children throughout Maryland and the District of Columbia. Children's and teachers' response to the play has been tremendous. A survey of Maryland schools offering this comedy noted a six percent increase in school lunch participation the day after the performance and a ten percent increase 2 weeks later.

Hulbregtse, Laura. "ABRACADABRA—IT'S NET!" School Food Service J., 35(8): 55, September 1981.

A magic show teaches good food habits to Wisconsin's elementary students. The show concentrates on the importance of good breakfasts and choosing nutritious snacks.

Jahnke, Walter. "A STUDENT NUTRITION LUNCH COUNCIL." Nutrition News, 43(1): 3, February/March 1980.

Madison High School in Rochester, New York used NET funds to establish a Student Nutrition Lunch Council. This council was charged with increasing student awareness of nutrition. Council members have developed a list of ideas for improving the school lunch and the cafeteria's appearance. They also have provided various nutrition information activities—class trips, posters, school newspaper articles, etc.

Jensen, Helene C. and Ferris, Ann M. "PROMOTING GOOD NUTRITION." School Food Service J., 37(2): 36-37, February 1983.

"Merchandising School Lunch: A Nutrition Approach," a promotional kit for the school lunch manager, is designed to integrate nutrition education into school activities. The first section of the kit contains procedures to launch an effective campaign to boost student participation in school lunch programs. Another section has information for teachers and parents. Publicity material and award certificates are contained in the third section. This program is widely acclaimed in Connecticut.

Kende, Gabriele F.; Pavkowski, Susan J.; Lackely, Carolyn J.; and Kolasa, Kathryn M. "NUTRITION EDUCATION AND TRAINING NEEDS OF MICHIGAN SCHOOL FOOD SERVICE DIRECTORS AND SUPERVISORS." School Food Service Research Review, 4(1): 27-33, Winter 1980.

A questionnaire survey of 142 school food service directors and supervisors noted that only 21 percent had any post-high school education in foods and nutrition. Respondents provided little nutrition instruction to either their personnel or students. Most were interested in increasing school lunch participation, improving public relations for school lunch, sharing lunch themes, reducing plate waste, and merchandising school lunch. Weight loss diets and nutrition education for their staff were the only two nutrition topics of interest. Most of the directors preferred 1-day school year workshops to 3- to 5-day summer workshops.

Keyes, Patricia and Bailey, Carolyn R. "MISSISSIPPI TALKS NUTRITION." School Food Service J., 35(8): 41, 44, September 1981.

A mouse, "Nutrimouse," and a kangaroo, "MS Netaroo," are used as symbols for Mississippi's NET Program. It is felt that NET is meeting the needs of Mississippi students through its varied activities. A state loan library supplying audiovisuals was established. The library is proud of its recent acquisition, a film titled "Nutrition for Everyone." This film was produced at the University of Mississippi and stars local teenagers. The University was also under contract to provide 30 NET workshops during the past two summers for administrators, teachers and food service personnel. Other accomplishments include the television series, "Soup-to-Nuts" and three curriculum guides.

Kirks, Barbara A.; Hendricks, Deloy G; and Wyse, Bonita W. "PARENT INVOLVEMENT IN NUTRITION EDUCATION FOR PRIMARY GRADE STUDENTS." J. of Nutrition Education, 14(4): 137-140, December 1982.

Students in kindergarten through the third grade in two of three matched schools received nutrition education; the other school served as a control. One of the two treatment schools also provided instruction for the parents. At the end of the 4-month instruction, 24-hour food frequency recalls showed that children with parents participating in the instruction had a higher quality diet and a wider variety of foods compared with the other students. Cognitive scores for kindergarten and first grade students also were significantly higher for children in the school with parent involvement.

Klein, Linda. "TEACHING THE PEOPLE WHO TEACH THE KIDS: A LOOK AT ONE STATE'S APPROACH." Food and Nutrition, 9(6): 14-16, December 1979.

Mississippi's NET Program uses workshops for teachers and food service workers to instruct them on how to incorporate nutrition education into the school curriculum. The University of Mississippi at Oxford was contracted to develop training modules for teachers of grades K-3 and 7-12 and a training packet for food service personnel. These curriculum guides define nutrition and nutrients, explain how and why nutritional needs vary, and emphasize proper handling of food. For grades 7-12 there is a module on basic food patterns and a module on weight control.

Kogutek, Sharon A. "WE'RE SHAPING UP." Nutrition News, 44(1): 3, February 1981.

Newfane Elementary School in New York received NET funds to offer a 12-week individualized nutrition program for 30 children in grades K-4. A 30-minute exercise program was conducted three times a week and on the other days students were involved in nutrition instruction or meal planning or discussion periods. Parents, especially the participant's parents, were encouraged to attend six workshops. Results indicate that most children did not drastically lose weight but there was a significant decrease in body measurements. Food diary records revealed that children consumed proper snacks and their selection of the four food groups increased as the program continued.

Lewis, Isabel. "COMPUTER ASSISTS NUTRITION EDUCATION PROJECT." School Food Service J., 35(3): 79, March 1981.

Four school districts provided a demonstration on computer evaluated menus for students and food service planners. Various computer programs calculated the percentage of the RDA's for 11 nutrients, demonstrated how the basic four food groups provide protein, iron, calcium, vitamins A and C, and calories, and adjusted the nutrient content of menus. The resulting instructional units increased nutrition awareness, fostered improved communication among teachers and food service personnel, and strengthened cooperation between the four school districts.

McConnell, Penny E. and Shaw, Jean B. "MODIFIED ADDITIVE/PRESERVATIVE-FREE SCHOOL LUNCH MENUS." School Food Service Research Review, 5(1): 31-35, Winter 1981.

Two elementary schools in Fairfax County, Virginia participated in a 4-week study of foods served with additives and foods free of five key additives: artificial coloring, artificial flavoring, butylated hydroxyanisole (BHA), monosodium glutamate (MSG), and butylated hydroxytoluene (BHT). Availability of products, student acceptance, and cost were compared for the two types of foods served. Vendors had difficulty supplying additive free ice cream and cheese. Students accepted all additive free foods except an egg product. Cost comparisons for the two types of foods showed the additive free regular lunch cost 12.1 percent more than the regular lunch.

McFee, Deborah S. "FOOD AND NUTRITION EXPOSITION RECEIVES HIGH MARKS." School Food Service J., 35(6): 112-113, June/July 1981.

Henrico County School Food Service Department sponsored a food and nutrition exposition to inform the public about their lunch program and the importance of nutrition. The exposition featured a musical skit by food service workers, buffet line of foods served in the school lunch program, a kitchen tour, and exhibits from various food and nutrition organizations.

Manning, Hilda H. and Hammond, James. "VEGETARIAN: VARIETY AND VITALITY." School Food Service J., 34(6): 56, 58, 60, June/July 1980.

Sligo Elementary School in Takoma Park, Maryland was the site of a NET Program to develop new recipes for school menus. An international dinner featuring vegetarian foods from other countries was held. The project will complete a nutrient analysis of ten lacto-ovo vegetarian menus designed to meet the school lunch requirements.

Monroe-Lord, Lillie. "TRAINING IMPROVES CAFETERIA ATMOSPHERE." School Food Service J., 36(3): 84, March 1982.

The Maryland State Department of Education, the Department of Human Ecology, and the University of Maryland Eastern Shore offered a food and nutrition education course for food service personnel. The eight lessons concentrated on basic nutrition, quality in quantity food preparation, measuring and weighing food ingredients, work simplification, inventories and commodities, and lessons on fruits, vegetables, grains, meats, protein products, and dairy products. Positive effects of the instruction have been reported by food service workers, principals, and teachers.

Morse, Winifred and Gifford, Judith. "USING PUBLIC LIBRARIES FOR COMMUNITY NUTRITION EDUCATION." Nutrition News, 43(13): 11, October 1980.

A NET grant was awarded to the University of Wisconsin at Stout to develop materials and provide a nutrition education workshop for preschool workers in the state. Materials would be used for preschool story hours at local libraries. A needs assessment was conducted at local libraries and then appropriate materials were supplied from the Wisconsin NET collection. Several positive results from the workshop and preschool story hours are discussed.

Musgrave, Katherine C. and Hanscom, Judy L. "NUTRITION COURSE SETS THE PACE." School Food Service J., 37(3): 52-53, March 1983.

A major effort of Maine's NET Program is the provision of nutrition information to staff members in the school systems. Weekly lecture-discussion classes are offered at 38 sites throughout the state. Participants earn three semester credit hours from the University. To evaluate the behavioral changes resulting from this instruction, a questionnaire was mailed at 6 and 12 month intervals. Respondents reported a variety of dietary changes such as eating more balanced meals, decreasing their intake of sugar and sweet desserts, and increasing their intake of fruits and vegetables. Menu improvement and the inclusion of a nutrition unit into the curriculum were also reported.

Nestor, Joanne P. and Glotzer, Judith A., eds. Teaching Nutrition. A Review of Programs and Research. Massachusetts: Abt Books, 1981.

Teams of school food service personnel, classroom teachers, and other interested school personnel were involved in an "Ethnic Supper Seminar" to increase their interest in, awareness of, and eventual incorporation of ethnic food experiences into school lunches and classrooms. Three ethnic supper meetings featured Chinese, vegetarian, and Greek cookery. Nutrition materials, student activities, recipes, and sources for additional materials were also available. A follow-up survey indicated that most respondents increased their ethnic eating experiences after the seminar from 46 percent initially to 80 percent. More than half of the participants added ethnic meals to their classroom experiences as a result of this program.

Newman, Jacqueline M. and Garske, Elaine P. "ETHNIC SUPPER SEMINARS." School Food Service Research Review, 5(2): 90-93, Summer 1981.

The field of nutrition education is assessed and reviewed, particularly those aspects relevant to NET programs. To enable comparisons of nutrition studies and programs, an optimum model of a child's nutritional environment is presented covering secondary influences (family and peers), primary influences (attitudes and biological needs), responses, and outcomes. Evaluation methods, objectives, and obstacles are discussed. Characteristics of nutrition education programs are also identified.

November, Abigail. "NUTRITION EDUCATION FOR GIFTED FIFTH GRADERS." Nutrition News, 44(2): 7, April 1981.

Twenty-three gifted fifth graders from Suffolk County, New York received 2 hours of nutrition instruction for 8 weeks. The instruction was designed for their special needs and supplemented by a mini-library of nutrition references. Evaluation of pretest and posttest results showed that both scores were high and did not improve significantly. However, an improvement in eating habits was observed. Students increased their consumption of milk and whole grain products and reported a slight decrease in the consumption of processed snack foods.

Ontiveros, Nancy. "GOOD NUTRITION MAKES GOOD NEWS." School Food Service J., 36(7): 34-37, August 1982.

The Archdiocese of Baltimore, Maryland employed a professional clown to teach nutrition concepts and encourage students to eat school lunches. An activity package, which included a teacher's guide, pre- and post-performance activities and tests, reinforced the clown's message. It was noted that average daily participation in the school lunch program increased following the clown's performance.

Perryman, Shirley and McCartan, Clarice. "EVALUATION OF A NUTRITION EDUCATION AND TRAINING (NET) WORKSHOP FOR SCHOOL PERSONNEL." School Food Service Research Review, 6(2): 109-111, Summer 1982.

In Washington (state) an evaluation system was developed to measure the effectiveness of a NET inservice workshop for school personnel. Pretests and posttests were designed to assess cognitive change in nutrition knowledge, affective change in attitude, and the perceived value of the workshop. Results of this study indicate that after participating in the workshop, school personnel can increase their nutrition knowledge and feel more competent as nutrition educators.

Pizzolongo, Peter J. "LIVING AND TEACHING NUTRITION." Nutrition News, 45(3): 11, October 1982.

The Head Start NET project for Maryland and Delaware changed food purchasing and eating habits of staff and improved nutrition education programs for preschool children, parents, and staff. Nutrition workshops were evaluated by several methods which revealed increases in nutrition knowledge, attitudes concerning nutritious meals, and nutrition education activities for children, parents, and staff.

Rivas, Kathleen D. and Canter, Deborah D. "EFFECTIVENESS OF TELENET FOR TRAINING SCHOOL FOOD SERVICE EMPLOYEES." School Food Service Research Review, 6(2): 113-119, Summer 1982.

Kansas State University utilized NET funds to develop and evaluate a telelecture course for food service employees entitled, "New-trition Update for School Foodservice Personnel." University faculty taught the ten-session course during March and April 1980 to 185 school food service employees in 29 locations. Affective behavior, or attitude, was influenced positively by the telelectures. Nutrition knowledge retention decreased, which may be attributed to the timing of the program before summer vacation. It is recommended that the training occur early in the school year so that knowledge gained will be reinforced on the job.

Rye, James A.; Hunt, Barbara Novak; Nicely, Robert; and Shannon, Barbara. "THE DEVELOPMENT OF A NUTRITION INSERVICE COURSE FOR TEACHERS OF YOUNG CHILDREN." J. of Nutrition Education, 14(3): 93-96, September 1982.

Evaluation of a 45-hour nutrition education course for teachers of grades K-6 revealed that the technical content was too complex. The content was revised to include more practical lesson plans and activities. This was followed by the training of 110 individuals, who in turn trained teachers in the course and measured their gains in knowledge. Results demonstrated increased knowledge, but teachers expressed a preference for nutrition education activities based on short, practical exercise and concept translations as opposed to basic nutrition facts.

Schuler, Brenda. "TRAINING FOR CHILD CARE PEOPLE." Food and Nutrition, 11(6): 6-7, December 1981.

NET funded child care training programs in the southeast states are described. Ten films were produced which are loaned throughout the area. Florida also involved the assistance of home economists from the Cooperative Extension Service in conducting staff training in local areas throughout the state.

Serrano, Tino. "NET IN A CHILD CARE CENTER." Food and Nutrition, 9(6): 18-19, December 1979.

Chinatown Community Children's Center in San Francisco is teaching the basics of good nutrition to preschoolers who have recently emigrated to the United States. Activities include games, puppet theater, and story time. Simple audiovisuals are utilized to communicate the information. Plate waste studies indicate that the children are applying the knowledge learned.

Serrano, Tino. "TEACHING THE KIDS: FROM PRESCHOOL TO HIGH SCHOOLERS." Food and Nutrition, 9(6): 16-17, December 1979.

Nova High School in Redding, California used NET funds to integrate nutrition education into all departments, from science and math to English and personal growth classes. These funds were also used to continue their weight-loss program for students and after school nutrition workshops for teachers. Increased participation in school lunches and increased consumption of nutrient dense snacks are a few of the positive effects of the program. The Nova program will serve as one of California's models for the NET program.

Shannon, Barbara; Graves, Karen; and Hart, Melissa. "FOOD BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS AFTER RECEIVING NUTRITION EDUCATION." J. of American Dietetic Association, 81(4): 428-434, October 1982.

The effect of a nutrition education program on the food behavior of K-6 grade student was investigated. Students in the experimental group received nutrition information for a 9-week period while the control group received the instruction after the study. Pre- and post-food consumption data for snacks and school lunch items were gathered. The effect of the program on food consumption was mixed. For the snacks offered to kindergartners, the experimental group had significantly higher post consumption of broccoli/carrot sticks; the control had higher consumption of wheat bread with cheese.

Shannon, Barbara; Marbach, Ellen S.; Graves, Karen; and Sims, Laura S. "NUTRITION KNOWLEDGE, ATTITUDES, AND TEACHING EFFECTIVENESS OF K-6 TEACHERS." J. of Nutrition Education, 13(4): 145-149, December 1981.

Nutrition knowledge, nutrition attitudes, and commitment to teaching nutrition of K-6 grade teachers before and after a nutrition education study were assessed. Teachers received one of three different types of preparation for teaching nutrition. Half the teachers instructed their students for a 10-week period while the other half did not. The 3-hour inservice training had no effect on any of the factors studied. Use of the curriculum materials in the classroom increased the nutrition knowledge of teachers.

Shuford, Joe E. "SCHOOL LUNCH OUTREACH." School Food Service J., 34(10): 44, November/December 1980.

Seven rehabilitation facilities in Florida participating in school feedings programs used NET funds to finance training workshops. Program topics included financial reporting, safety and sanitation, record keeping procedures, the art of getting children to eat, and federal regulations.

Smith, Mary K. and Phillips, Jeanette. "CURRICULUM GUIDES FOR NUTRITION EDUCATION." J. of School Health, 50(7): 371-376, September 1980.

As a result of NET funding, the University of Mississippi Home Economics Department developed curriculum guides for grades K-3, grades 7-12, and food service managers and employees. Activities, games, monographs, films and other resources are suggested. Teaching modules and fact sheets on a variety of nutrition topics are included in the 7-12 grade level.

Smith, Susan F. and James, Margaret A. "SCHOOL LUNCH AS A NUTRITION EDUCATION RESOURCE FOR FOURTH GRADERS." J. of Nutrition Education, 12(2): 46-49, April/June 1980.

A NET funded program in a Wisconsin elementary school featured the school lunch program as a teaching resource. The major objective of the program was to measure the effect of a specially designed curriculum, focusing on the school lunch program, on fourth grader's nutrition knowledge, attitudes, and practices. Learning activities included a tour of the school kitchen, a tasting party, and menu planning. A school lunch survey was conducted and individually charted nutrient profiles were computer generated. An increase in milk consumption was noted. As a result of this program, an increase in student's comprehension of the four food groups was observed.

Starkey, Ruth. "NET IS FOR EVERYONE." School Food Service J., 35(8): 58, 61, September 1981.

The challenge of feeding and educating juvenile offenders at an Iowa training school is described. The food service director and the home economics department cooperatively implemented a NET program which emphasized the four food groups and individual nutrient needs. The students were involved in menu planning and food preparation. Table manners were another important component.

Steinert, Ray and Uhrmacher, Glenda R. "TEAMING UP FOR NUTRITION." School Food Service J., 36(6): 138, 140, June/July 1982.

The nutrition education program developed by Nebraska Department of Education is based on the concept that instruction should be an enjoyable experience and part of other subjects rather than a separate discipline. A description of the three different learning levels--pre-reading, primary and intermediate--is provided. Presently the curriculum is utilized by eight states. ABT Associates credit the curriculum with significantly increasing the nutrition knowledge and expanding food preferences.

TDR Associates, Inc. "GUIDE FOR EVALUATION OF NUTRITION EDUCATION TRAINING Projects." 1979-1980.

Developed to train Massachusetts State staff in evaluation methods, this guide provides: (1) methods, structure, and procedures for collecting evidence and (2) issues on time, criteria, and decision. A discussion on replicability factors and data analysis is provided.

Teague, Dorothy G. and Preston, John W. "COACHES INVOLVED IN SPORTS NUTRITION." Nutrition News, 43(2): 7, April/May, 1980.

An inservice training program has proved successful for coaches in developing secondary student's interest in nutritional studies, physical fitness, and readiness conditioning. Workshop topics featured basic nutrition, weight control, pre-game meals, use of electrolytes, dietary supplements, and carbohydrate loading. As a result of these workshops, coaches have conducted a variety of activities in cooperation with the home economics department, other coaches, school nurse, food service personnel, and community resource people.

Vincent, Ralph E. "NET AT THE MARYLAND SCHOOL FOR THE DEAF." Food and Nutrition, 10(5): 2-4, October, 1980.

NET funds were used at the Maryland School for the Deaf, a residential school for children aged 4-20, to integrate nutrition information into other school subjects. Some classes specifically dealt with nutrition. To reinforce classroom instruction, the dormitory snack bar has substituted nutrient dense foods for soda and candies. Students were involved in writing nutrition articles for their newsletters and they participated in other nutrition projects.

Weiss, Ellen; Davidson, Harriet; Heise, Laurie; and Pettit, Nance. "A CASE HISTORY: THE COOPERATIVE FOOD EDUCATION PROGRAM." In Community Food Education Handbook, Agricultural Marketing Project. 1980, 7-11 pp.

The Cooperative Food Education Program, a NET funded joint effort of the Nashville, Tennessee School System and community organizations, developed a creative approach to teaching food awareness. Several of the community organizations that worked with the school are as follows: the Agricultural Marketing Project (a statewide organization that is concerned with the marketing problems of small farmers), Manna (a local anti-hunger coalition), and the Agricultural Extension Services' Expanded Food and Nutrition Education Program (EFNEP). A food education curriculum was implemented which includes classroom food preparation, student skits, and cooperative efforts with food service personnel.

White-Stevens, Lillian. "NUTRITION EDUCATION PROGRAMS FOR THE CLASSROOM (PRE-K-12)." Trenton: New Jersey State Department of Education, ERIC Document Number: ED219147, 185 pp., December 1981.

This volume describes 232 projects funded by the NET Program of the New Jersey State Department of Education between 1979 and 1980. Broad in scope and diversity, the programs represent an effort to fulfill the needs of children, with primary school students receiving the most attention. Of the 232 programs carried to completion, half address children in kindergarten through 6th grade. Thirty-nine programs are for preschool children, 46 are for students in 7th through 12th grade, and 31 are for students in special education. Variables addressed by the programs include ethnic factors, socioeconomic conditions, grade level, general community and parental interest and involvement, numbers of gifted and talented students, and prominence and needs of special education students, career and guidance concerns, interdisciplinary interests, and general teacher and administrative support and creativity.

Wong, Wayne D. "NETING IT ALL TOGETHER." School Food Service J., 36(10): 88, November/December, 1982.

Bakersfield, California foodservice employees are involved in a NET program that is directed towards updating the professional training skills of food service managers. Faced with major changes in the foodservice program, such as a satellite kitchen and a la carte program, foodservice personnel need additional training. The program has 30 training modules covering subjects on nutrition education, food safety, sanitation, and cafeteria operations. In each learning module, projects are assigned that involve working with students and/or parents.

Yeager, Elizabeth. "IT'S A MIRACLE!" School Food Service J., 36(2): 27, 29, February 1982.

Wheatland Center in Burlington, Wisconsin used NET funds to increase parent and student awareness of nutrition and the school lunch program through a series of monthly themes: a balanced diet, your child and school lunch, better breakfast, bag lunches, dental health, family meals, calorie balance, and snacks. Parents were invited to participate in planned programs and lunches. Evaluations for the 1980-81 school year showed positive responses from the parents.

"ANOTHER STEP FORWARD FOR PROFESSIONALISM." School Food Service J., 37(2): 17, February 1983.

The Virginia Community College system in cooperation with the Virginia State Department of Education provided training for school food service personnel utilizing NET funds. A new Certificate in Food Service Management Program was offered through community colleges throughout the state. This article focuses on the program in Orange County, Virginia.

"A SPOONFUL OF NUTRITION GOES A LONG WAY." School Food Service J., 34(3): 18, March 1980.

The elementary school NET program in Sumter County, Florida features "Nancy Nutrition" who assists teachers in planning lessons and encouraging interest in nutrition to extend from the classroom to the lunchroom to the home. Students provide input for school lunch menu planning. Classroom activities include a blindfold taste testing of nutritious snack foods. Recipes and activity sheets are sent home with the students.

"EGGS-PERIMENT IN NUTRITION PROVES TO BE FUN." School Food Service J., 34(7): 21-22, August 1980.

For the Easter holiday, Windom, Minnesota sponsored a special nutrition project for first grade students that focused on eggs. This project was the result of a cooperative effort between the food service workers and classroom teachers. The goal of the project was to improve eating habits of students by introducing nutritional, but less accepted foods. Programs on vegetables are planned in the future.

"FOOD SERVICE EMPLOYEES TEACH GOOD NUTRITION IN CLASSROOMS." School Food Service J., 35(7): 29, August 1981.

A NET funded project in Minneapolis, Minnesota features the use of a booklet entitled, "The Twins Go to Nutritionland." The story, which was presented to second graders, follows the adventures of two children as they learn to make good food choices based on the basic four food groups. Students also had experiences developing the school lunch menu and taste testing. Trained food service employees were provided the opportunity to meet some of their customers in a classroom setting.

"GREEK FOOD HIGHLIGHTS SEMINARS." School Food Service J., 34(7): 21, August 1980.

Boone County School Food Service Association used a mini-grant from NET to sponsor a seminar and buffet featuring Greek foods. Exhibitors presented a demonstration of the care and use of quantity kitchen equipment.

"MEMPHIS INTRODUCES INNOVATIVE NUTRITION EDUCATION." School Food Service J., 34(8): 21, 26, September 1980.

The NET program in the Memphis Public School System includes a multi-media nutrition resource center which contains information on classroom programs; training programs; tasting parties; consumer, teacher, parent, and foodservice involvement; nutrition advisory committee ideas; and newsletters. This special collection supports the development of nutrition education programs held in the school district. A major goal of the Memphis NET program is to provide students with information showing the relationship between nutrition, health, and fitness.

"NET EDUCATIONAL SEMINAR RECOGNIZES NEED FOR EFFECTIVE MANAGEMENT." School Food Service J., 34(6): 28, 30, June/July 1980.

Recognizing the need for effective food service management, New York State offered a four-session seminar for management trainees. This program addressed areas of human relations, effective communication, fundamentals of work scheduling, and work simplification. A two-phase session for food service workers was implemented to develop basic skills in food safety, cookery, and nutrition merchandising.

"NET PROJECT RESULTS ARE EVERLASTING." School Food Service J., 36(1): 25, 28, January 1982.

The Richmond, Virginia Public Schools hired "nutrition hostesses" to implement the schools' NET project. The hostesses were provided a week of training prior to working in the schools. Their duties included assessing plate waste; beautifying the cafeteria; conducting mini-nutrition education lessons and tasting parties; taking and displaying photographs; and posting daily menus that pictured food items. Another project involved the production of a videotape entitled, "Nutri-Train," which involved the participation of second through twelfth graders as actors, musicians, scenery artists, and food model producers. Food service workers designed a brochure for principals, parents, teachers, food service employees, and students. Nutrition seminars were also conducted for school employees.

"NUTRITION EDUCATION ANNOUNCEMENTS SPARK INTEREST." School Food Service J., 35(1): 16, January 1981.

Commercials promoting good nutrition have been developed by the Arizona NET project. Sixty spot announcements in cassette format were produced in two series—one for elementary schools and one for secondary schools. The announcements can be aired during cafeteria lunch hours, in individual classrooms, or used during regular morning or afternoon announcements. The Arizona Youth Advisory Councils reviewed the scripts.

"NUTRITION EDUCATION WEEK PROVES FUN AND EDUCATIONAL." School Food Service J., 34(6): 28-30, June/July 1980.

Five North Carolina schools serving as pilot projects for the NET Program celebrated Nutrition Education Week with film strips, poster contests, special classroom projects and a food fair. During the week teachers incorporated nutrition activities into their reading, spelling, health, and art curriculums. Each teacher was provided with the week's menu and highlighted one food item each day. As part of the food fair, different types of food were displayed for sampling from yogurt to french fried sweet potatoes to pita bread stuffed with scrambled eggs and sausage. Nutri-Bird encouraged students to try two bites of each food item.

"NUTRITION NETWORK DEVELOPED IN MAINE." School Food Service J., 37(4): 24, 26, April 1983.

Maine's Nutrition Committee worked with the Maine School Coaches Association to present scientifically sound nutrition information to its members. The department's NET program funded a basic nutrition course to be offered to school personnel. Only a few coaches completed this course. An in-state resource listing was also developed.

"PUPPETS PROMPT PLATE WASTE PLUNGE." School Food Service J., 35(8): 66-68, 72-73, September 1981.

Aimed at changing nutritional behavior and attitudes, the California Nutrition Education Puppetry Project (NEPP) was developed as an experiment in using the power of puppetry to teach children in grades K-3 about food. A major objective was to increase the consumption of fruits and vegetables—particularly salads, peaches, carrots, apples, and green beans. In addition to the puppet program a behavior modification system, LEAF (Learn to Eat Almost All Foods), reinforces NEPP themes and concepts daily. LEAF stickers are used to reinforce three types of behavior: eating fruits and vegetables, general cooperation, and helping to keep the cafeteria clean. Plate waste studies and parent surveys have demonstrated the success of the program. A multi-media dissemination package for use in cafeterias has been developed and is available for sale.

"SHAKING THE PLATE WASTE PROBLEM." School Food Service J., 36(1): 26, 28-29, January 1982.

Alarmed at the amount of plate waste and "junk food" consumption at the Ingram Sowell School in Lawrenceburg, Tennessee, the principal, teachers, students, and cafeteria personnel decided to create an awareness and interest in eating nutritious food. Nutrition education was integrated with other school projects. Students helped plan school lunches. Multi-media programs, skits, food preparation activities of nutritious snacks, and art projects took place. Comments from students, parents, and school staff have indicated that the program was successful.

"TEENS ARE TEACHERS IN CONNECTICUT CLASSROOMS." Food and Nutrition, 10(6): 5, December 1980.

A NET program in Connecticut utilizes teenagers to teach nutrition to lower grades. The teenagers receive eight 40-minute lessons before they are allowed to instruct others. They also work with the food service staff to improve the menu planning, food preparation, and presentation. In addition, nutrition "modules" for secondary students have been developed which center around teenage problems and teenage lifestyles.

"TO HEAR THE MEAN QUEEN TELL IT." Food and Nutrition, 10(6): 4, December 1980.

Rhode Island utilizes drama to teach preschool through third grade students about good nutrition. Surveys have indicated that this program has been successful in increasing children's knowledge about nutrition and in changing their eating habits.

Bowen, Deborah L.; Vaden, Allene G.; Newell, G. Kathleen; and Dayton, Arthur D. "NUTRITION-RELATED TRAINING, KNOWLEDGE, ATTITUDES, AND PRACTICES OF KANSAS SCHOOL FOOD SERVICE PERSONNEL." School Food Service Research Review, 6(2): 102-108, Summer 1982.

As part of the Kansas Nutrition Education and Training Program Needs Assessment Project, a survey was conducted to assess nutrition related training, knowledge, attitudes, and dietary practices of school food service personnel. Nearly 66 percent of the food service personnel reported that they had not completed any type of nutrition training. A large majority indicated that they had on-the-job training for their present position. Personnel with formal training scored higher on most nutrition knowledge measures than those with on-the-job training. In general, nutrition knowledge scores were related positively to scores for nutrition related attitudes and practices.

Callahan, Dorothy L. "HEART HEALTH AND SCHOOL FOOD SERVICE." School Food Service J., 36(2): 69-70, 72, February 1982.

Written for food service personnel, the article informs its audience about the risk factors associated with high blood pressure, atherosclerosis, and heart disease. Food service personnel have an important role in controlling the risk factor of poor dietary habits. Suggestions on moderating the intakes of fat, salt, and sugar in the school lunch are provided.

Kiley, Koco. "LIFESKILLS: THE HUMAN APPROACH TO NUTRITION EDUCATION." School Food Service J., 35(8): 40, 44, September 1981.

Nutrition Lifeskills is a holistic and integrated approach to the art and science of nutritious living. The course offers workshops, lectures, and curriculums designed for food service personnel, school faculty, and preschool through college-aged students. Based on the principle that each individual has the ability to take charge of his or her own nutrition, the program offers experiences that allow for this responsibility and information on food, nutrition, and health.

Nielsen, Helen A. "NUTRITION SKIT GIVES NUTRITION JOY." School Food Service J., 35(8): 52, September 1981.

Enthusiasm generated by a state nutrition workshop held at Utah State University prompted two Emerson Elementary school teachers to write and produce a nutrition skit for their students. The skit's main theme was "a balanced diet is necessary for energetic, healthy, happy living." The article describes the five characters--Dr. Mineral, Protein Man, Carbohydrate Man, Fat Man, and Vitamin Man--in the skit.

Puckett, Barbara. "SETTING THE GOOD NUTRITION EXAMPLE." School Food Service J., 33(6): 76, 78, 80, June/July 1979.

Children at Deer Valley School District in Phoenix, Arizona participated in a rat feeding experiment. The control rat was fed a blenderized school lunch while the test rat was fed a diet of snack-type foods. After 4 weeks students noted marked differences in the two rats. These differences supported the importance of eating a variety of food and a balanced diet.

"MORE NUTRITION EDUCATION." School Food Service J., 34(8): 26, September 1980.

Memphis' nutrition education coordinator uses a Nutri Duck costume to teach kindergarten through third grade students nutrition facts. Elementary and secondary students receive nutrition information in a variety of settings: classrooms, assemblies, and evening speciality programs.

"PLAN A SCHOOL LUNCH HAPPENING." School Food Service J., 36(4): 25, 28, April 1982.

To promote school lunches and the state's agricultural products, the week of February 7-13, was designated as Missouri Products Week. The superintendent of schools in Columbia, Missouri, demonstrated how to milk a cow at a local shopping mall. Besides shopping mall exhibits, school lunches featured foods grown or raised in the state. Several groups—Extension, Future Farmers of America, Missouri NET Program—participated in a special agricultural show featuring live animals. During the week teachers received newsletters containing coloring sheets, scrabble boxes, and information on Missouri's products. Teachers also learned about NET-sponsored graduate courses.

Feldman, Linda. "STATES SHARE MATERIALS FROM THE NUTRITION EDUCATION AND TRAINING PROGRAM." Food and Nutrition, 13(1): 2-8, January 1983.

U.S. Department of Agriculture's Food and Nutrition Information Center in Beltsville, Maryland is adding to its collection sample copies of more than 400 resource materials developed by state education agencies, universities, and school districts participating in the NET Program. The Center has received curriculum guides, student workbooks, slide presentations, plans for community activities, films, posters, and public service announcements. This article reviews how NET materials were developed in four projects--Minnesota, Massachusetts, Oregon, and Connecticut. Schools in Rochester, Minnesota integrated a nutrition curriculum into existing science, health, and language art classes for grades 3-6. Three computer programs and a food encyclopedia were developed. The Community Art Center in Cambridge, Massachusetts used NET funds for a traveling nutrition and dental program (Big Mouth) for kids. North Clackamas, Oregon spread the "wellness" theme to its community. Unlike many other states, Connecticut used a centralized approach in using NET funds. A brief listing of materials from other states is also provided.

Mattern, Jane. "FNIC OFFERS VARIETY OF SERVICES." Food and Nutrition, 12(2): 11-12, April 1982.

The Food and Nutrition Information Center, U.S. Department of Agriculture is a national repository of films, books, and journal articles on nutrition education, food service management, human nutrition, and consumer education. Lending, photocopying, reference and referral services are offered to teachers, food service personnel, child care center staff, and staff working for the Special Supplemental Food Program for Women, Infants and Children (WIC) and the Commodity Supplemental Food Program (CSFP). Patrons can identify resources by using the Center's catalogs or requesting a computer search (AGRICOLA) on a specific topic. The Center is also developing a bibliography which will summarize the nutrition education materials developed by NET Programs.

Olson, Christine M. "PRESCHOOL NUTRITION SETS THE PACE." School Food Service J., 34(10): 31-32, December 1980.

The Early Childhood Nutrition Program (ECNP) encourages two-five year olds to have good nutrition habits through positive food experiences. A basic nutrition handbook aids teachers in focusing attention on children's food habits and preferences, growth, nutrient sources and functions, nutrition problems (obesity, cavities, allergies, etc.), health fads, and food myths. The teacher's guide contains ideas for activities and home support for good eating habits. This program was researched and released by New York State College of Human Ecology at Cornell University in cooperation with the Nutrition Education and Training Program of the New York State Education Department.

Vance, Deneice. "NUTRITION EDUCATION HELPS PROMOTE SCHOOL FEEDING PROGRAMS." Nutrition News, 45(4): 15-16, December 1982.

National Dairy Council's educational packages, Taste...Your Choice, was purchased by Arizona NET Program for their schools. The package features five adventurous cartoon characters called Taste Buddies who explore and enjoy the wide world of food. Chandler Unified School District used several of the activities in the package—"Feature Food Days" and "Rate that Recipe"—to increase participation in their school lunch program. Student response to posters and resource materials was very positive. On "Feature Food Day" participation increased by 16 percent.

"GOOD NUTRITION IS FOR EVERYBODY." J. of Nutrition Education, 13(4): 158, December 1981.

This advertisement describes a curriculum guide for preschool children that was developed by a California NET Program. Units address self-concept, homes and families, farms and animals, plants, community helpers, and seasons and holidays.

"I COOKED IT MYSELF." J. of Nutrition Education, 13(3): 118, September 1981.

Developed by California NET Program, the booklet, "I Cooked It Myself" is intended for elementary teachers and parents to use with young children. The author presents 19 single-portion recipes as lessons dealing with parts of the plant and leader nutrients. Procurement information is provided in the advertisement.

"MINIMUM PROFICIENCY LEVELS FOR NUTRITION EDUCATION IN CALIFORNIA SCHOOLS." J. of Nutrition Education, 12(2): 70, April-June 1980.

Levels of performance for preschool through grade twelve are outlined in this publication. Topics include food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. The seven-page report can be obtained from the NET Coordinator, Child Nutrition Services Bureau, California State Department of Education.

"NUTRITION EDUCATION MATERIALS FOR PRESCHOOL INSTRUCTION IN WISCONSIN." J. of Nutrition Education, 12(4): 208, October-December 1980.

Wisconsin's NET Program has an annotated listing of materials for the preschool teachers and day care food service person. This listing evaluates 250 items for their appropriateness. Evaluation criteria are provided.

"NUTRITION EDUCATION SOURCE BOOK." J. of Nutrition Education, 13(4): 157, December 1981.

Available from Region 6 NETP in Michigan, this listing of resources describes several hundred different print and audiovisual materials.

"VEGETABLE MAGIC: A PRESCHOOL AND KINDERGARTEN NUTRITION EDUCATION SOURCE BOOK." J. of Nutrition Education, 14(2): 74, June 1982.

The booklet, "Vegetable Magic: A Preschool and Kindergarten Nutrition Education Source Book," uses stories, vegetable growing, trips, games and recipes to familiarize young children with vegetables. It is available from the CNET Program, University of Connecticut.

Appendix

Names and Addresses of Regional and State NET Coordinators (as of May 1984)

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MID-ATLANTIC REGION 232

Delaware
District of Columbia
Maryland
New Jersey
Pennsylvania
Puerto Rico
Virginia
Virginia Islands
West Virginia

MIDWEST REGION 233

Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

MOUNTAIN PLAINS REGION 234

Colorado
Iowa
Kansas
Missouri
Montana
Nebraska
North Dakota
South Dakota
Utah

NORTHEAST REGION 235

Connecticut
Maine
Massachusetts
New Hampshire
New York
Rhode Island
Vermont

SOUTHEAST REGION 236

Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

SOUTHWEST REGION 237

Arkansas
Louisiana
New Mexico
Oklahoma
Texas

WESTERN REGION 238

Alaska
American Samoa
Arizona
California

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS 239

Hawaii
Idaho
Nevada
Oregon
Trust Territory of the Pacific Islands
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★ U.S. GOVERNMENT PRINTING OFFICE: 1984- 524-457

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